



California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on August 5, 2022 at 3:07 PM PDT

Date and Time

Tuesday August 9, 2022 at 6:00 PM PDT

MISSION STATEMENT

CalPac's mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible and inclusive personalized learning community.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-752-0527.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance		Board President	1 m
Roll Call:			
Kelly Wylie, President			
Dr. Shirley Peterson, Vice President			
Tanya Rogers, Clerk			
Bill Howard, Member			
Jason McFaul, Member			

	Purpose	Presenter	Time
B. Call the Meeting to Order		Board President	1 m
C. Approve Minutes	Vote	Board President	1 m

Minutes of the Regular Board meeting that was held on June 21, 2022
 Minutes of the Special Board meeting that was held on July 21, 2022

Roll Call Vote:

Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

II. Approve Adopt/Agenda

6:03 PM

A. Agenda	Vote	Board President	1 m
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It is recommended the Board of Directors adopt as presented, the agenda for the regular Board meeting of August 9, 2022.

Roll Call Vote:

Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

III. Board Governance

6:04 PM

A. Approval of Resolution No. 2022-8-9 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	Board President	3 m
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It is recommended the Board approve Resolution No. 2022-8-9 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.

Option 1

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.

Option 2

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

Roll Call Vote:

Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Purpose Presenter Time

IV. Pledge of Allegiance

V. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

VI. Correspondence/Proposals/Reports 6:07 PM

A. School Highlights, Presented by Christine Feher, Superintendent/CEO	Discuss	Christine Feher	10 m
B. 2022-23 Preliminary Budget Letter, Acton-Agua Dulce Unified School District	Discuss	Shannon Green	2 m
C. Audit Governance Communication Letter, CliftonLarsonAllen LLP (CLA)	Discuss	Shannon Green	2 m
D. California Pacific Charter Schools 2022-23 45-Day Revise Budget	Discuss	Shannon Green	5 m

VII. Consent 6:26 PM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

A. Consent - Business/Financial Services 1 m

1. Check Registers and J.P. Morgan Statements - June and July 2022
2. Approval of Surplus of Electronic Devices

B. Consent - Education/Student Services 1 m

1. Approval of 2022-23 English Learner Master Plan for California Pacific Charter Schools, Sonoma (#2037), San Diego (#1758) and Los Angeles (#1751)
2. Approval of 2022-23 Student/Parent Handbook for California Pacific Charter Schools, Sonoma (#2037), San Diego (#1758) and Los Angeles (#1751)
3. Approval of 2022-23 Title 1 School- Parent/Guardian Compact for California Pacific Charter Schools, Sonoma (#2037), San Diego (#1758) and Los Angeles (#1751)

C. Consent - Personnel Services 1 m

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report

	Purpose	Presenter	Time
3. Approval of Job Descriptions			
D. Consent - Policy Development	Vote	Board President	1 m
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2022-2023 school year.			
Board Policies: Reviewed			
The following are current policies being brought to the Board without changes for approval.			
6000 Series - Instruction			
6005-CPCS Parent and Family Engagement Policy			
6015-CPCS Comprehensive Sexual Health Education Policy			
6035-CPCS Mathematics Placement Policy			
6070-CPCS SPED Independent Educational Evaluation Policy			
6075-CPCS SPED Certificate of Completion Policy			
6095-CPCS Policy on Repeating Courses			
9000 Series - Board By-Laws			
9310-CPCS Board Policies			
9322-CPCS Agenda/Meeting Materials			
9323-CPCS Meeting Conduct			
9323.1-CPCS Actions by the Board			
9324-CPCS Minutes and Recordings			
9400-CPCS Board Self Evaluation			
Board Policies: Revised			
The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.			
5000 Series - Students			
5045-CPCS Acceptable Use Policy			
5050-CPCS Academic Integrity Policy			
6000 Series - Instruction			
6010-CPCS Independent Study Policy			
6020-CPCS Education for Homeless Youth Policy			
6025-CPCS Section 504 Policy			
6030-CPCS Education for Foster Youth Policy			
6040-CPCS Local Assessment Policy			
6050-CPCS Virtual Proctoring Policy			
6055-CPCS Adequate Progress Policy			
6060-CPCS SPED Formal Assessment Request Policy			
6115-CPCS Attendance and Involuntary Removal Policy			
6125-CPCS TK-8 Grade Report Policy			
9000 Series - Board By-Laws			
9250-CPCS Remuneration, Reimbursement and Other Benefits Policy			
Board Policies: Revoked			
The following are current policies which are no longer applicable and should therefore be revoked.			
3000 Series - Business/Non-Instructional			
3100-CPCS Vendor Code of Conduct			
3105-CPCS Education Partner Risk Management Policy			
3110-CPCS Education Partner Application/Pre-Approval			
3115-CPCS General Terms of the Purchase Order			
3120-CPCS Name and Logo Use Policy			

	Purpose	Presenter	Time
6000 Series - Instruction			
6065-CPCS SPED PIN Process for Missed Services Policy			
6105/6110-CPCS Virtual Meeting Policy			
6205-CPCS Interim Policy for Mitigation of Student Hardship Caused by COVID-19			

Items listed under Consent are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:
 Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VIII. Education/Student Services 6:30 PM

<p>A. Approval of Memorandum of Understanding (MOU) between California Pacific Charter Schools and the San Diego County Office of Education for the Middle School Aspire Network</p>	Vote	Christine Feher	5 m
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It is recommended the Board approve the MOU between California Pacific Charter Schools and the San Diego County Office of Education for the Middle School Aspire Network.

Fiscal Impact: None.

Roll Call Vote:
 Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IX. Personnel Services 6:35 PM

<p>A. Approval of Memorandum of Understanding (MOU) between Azusa Pacific University and California Pacific Charter Schools for Practicum Students, Student Teachers, and Interns</p>	Vote	Christine Feher	5 m
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It is recommended the Board approve the Memorandum of Understanding (MOU) with Azusa Pacific University.

Fiscal Impact: None.

Roll Call Vote:
 Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

	Purpose	Presenter	Time
X. Policy Development			6:40 PM
A. Approval of New Board Policies	Vote	Christine Feher	5 m
<p>It is recommended the Board approve the proposed policies. These policies will replace the current policies and will allow the Board to address any related complaints or issues that may be raised in the school/work environment.</p> <p>Board Policies: New</p> <p>1000 Series - Community Relations 1010-CPCS Civility Policy</p> <p>5000 Series - Instruction 5130-CPCS Damaged or Lost Instructional Materials Policy</p> <p>6000 Series - Students 6210-CPCS Graduation Policy</p> <p>Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
B. Approval to Amend Board Policy 9250-CPCS Remuneration, Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23	Vote	Kurt Madden	5 m
<p>It is recommended the Board take action to establish the monthly compensation rate for the 2022-23 school year.</p> <p>Fiscal Impact: Amount not to exceed \$6,000.00</p> <p>Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
XI. Calendar			
<p>The next scheduled meeting will be held virtually on September 13, 2022.</p>			
XII. Board Comments			
XIII. Superintendent/CEO Comments			
XIV. Closing Items			6:50 PM
A. Adjourn Meeting	Vote	Board President	2 m

	Purpose	Presenter	Time
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

FOR MORE INFORMATION
For more information concerning this agenda, contact
California Pacific Charter Schools. Telephone: 949-752-0527

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Vote
Submitted by:	
Related Material:	Minutes - CPCS 6.21.22.pdf Minutes - CPCS Special Board Mtg 7.21.22 (v2).pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS
Regular Meeting of the Board of Directors
Virtual/Zoom Conferencing



Agenda

Tuesday, June 21, 2022

Regular Meeting Begins at 5:00 p.m.

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial In: 1-669-900-9128

Meeting ID: 867 4744 4076

Join URL: <https://us06web.zoom.us/j/86747444076>

1. CALL TO ORDER AND ROLL CALL

Time: 5:01 p.m.

1.1. Roll Call

Kelly Wylie	President	<i>Present</i>
Dr. Shirley Peterson	Vice President	<i>Absent for Roll Call</i>
Tanya Rogers	Clerk	<i>Absent</i>
Bill Howard	Member	<i>Present</i>
Jason McFaul	Member	<i>Present</i>

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the regular Board meeting of June 21, 2022.

Moved by JMcFaul

Seconded by BHoward

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie	X			
Dr. Shirley Peterson				X
Tanya Rogers				X
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 3-0.

3. PLEDGE OF ALLEGIANCE

Led by: *Jason McFaul*

4. PUBLIC COMMENTS/RECOGNITION/REPORTS

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

There were no public comments.

5. CONSENT CALENDAR

Items listed under Consent Calendar are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

Consent Calendar - Board Meeting Minutes

5.1. Minutes of the Regular Board meeting that was held on June 14, 2022

Consent Calendar - Business/Financial Services

5.2. Approval of Agreement for Legal Services with Hatch & Cesario Law Firm 2022-2023 (Renewal)

Consent Calendar - Policy Development

5.3. Approval of existing board policies revised, reviewed, and eliminated by staff for the 2021-2022 school year.

Board Policies: Revised

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

3000 Series - Business/Non-Instructional

3102-CPCS Purchasing Card Fiscal Policy

Moved by JMcFaul

Seconded by BHoward

Roll Call Vote:

Ayes Nays Abstained Absent

Kelly Wylie

X

Dr. Shirley Peterson

X

Tanya Rogers

X

Bill Howard X
 Jason McFaul X

Motion carried unanimously, 3-0.

6. BUSINESS/FINANCIAL SERVICES

6.1. (Action) Budget Adoption 2022-23

It is recommended the Board adopt the budget for California Pacific Charter Schools for the 2022-23 school year.

- a. 2022-23 Preliminary Budget
- b. 2022-23 Budget Overview for Parents (San Diego)
- c. 2022-23 Budget Overview for Parents (Los Angeles)
- d. 2022-23 Budget Overview for Parents (Sonoma)
- e. Education Protection Account (EPA) - Expenditure Summary

Dr. Shirley Peterson joined the meeting.

Moved by JMcFaul Seconded by BHoward

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie	X			
Dr. Shirley Peterson	X			
Tanya Rogers				X
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 4-0.

6.2. (Action) Approval of Marketing Contract with Sonoma Media Investments

It is recommended the Board approve the Marketing Contract with Sonoma Media Investments for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2022-2023 school year.

Fiscal Impact:

California Pacific Charter - Sonoma (#2037) \$31,065.60

Moved by JMcFaul Seconded by BHoward

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie	X			
Dr. Shirley Peterson	X			
Tanya Rogers				X
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 4-0.

7. EDUCATION/STUDENT SERVICES

7.1. (Action) Approval of Local Control & Accountability Plan (LCAP) 2022-23

It is recommended the Board approve the LCAP for California Pacific Charter Schools for the 2022-23 school year.

- a. 2022-23 LCAP Plan Summary (San Diego)
- b. 2022-23 LCAP Plan Summary (Los Angeles)
- c. 2022-23 LCAP Plan Summary (Sonoma)

Moved by JMcFaul

Seconded by BHoward

Roll Call Vote: Ayes Nays Abstained Absent

Kelly Wylie	X			
Dr. Shirley Peterson	X			
Tanya Rogers				X
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 4-0.

8. POLICY DEVELOPMENT

8.1. (Action) Review and Discuss New Board Policies

It is recommended the Board review and discuss the proposed policies. These policies will replace the current policies and will allow the Board to address any related complaints or issues that may be raised in the school/work environment.

Board Policies: For Approval with changes Requested

Changes are highlighted and/or striked through.

9000 Series - Board By-Laws

- 9200-CPCS Limits of Board Member Authority
- 9222-CPCS Resignation
- 9223-CPCS Filling Vacancies
Edit: Request to change he/she to they.
- 9224-CPCS Oath or Affirmation
- 9224E-CPCS Oath or Affirmation Exhibit
- 9230-CPCS Orientation
- 9240-CPCS Board Training
- 9250-CPCS Remuneration, Reimbursement and Other Benefits
Edit: Request to consider a cap of \$100 annually.
- 9260-CPCS Legal Protection
- 9270-CPCS Conflict of Interest
- 9270E-CPCS Conflict of Interest

Request approval of 9200 through 9270E with the requested changes as noted.

Moved by SPeterson	Seconded by BHoward			
<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie	X			
Dr. Shirley Peterson	X			
Tanya Rogers				X
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 4-0.

Board Policies: New for Discussion and Review

9000 Series - Board By-Laws

9310-CPCS Board Policies

9320-CPCS Meetings and Notices

Edit: It was requested to send it to legal for review.

9321-CPCS Closed Session Purposes and Agendas

Edit: It was requested to send it to legal for review.

9321.1-CPCS Closed Session Actions and Reports

Edit: It was requested to send it to legal for review.

9322-CPCS Agenda/Meeting Materials

9323-CPCS Meeting Conduct

9323.1-CPCS Actions by the Board

9324-CPCS Minutes and Recordings

9400-CPCS Board Self Evaluation

Discussed and reviewed 9310 through 9400 with the requested changes listed.

9. CALENDAR

The next scheduled meeting will be held virtually on August 9, 2022.

10. BOARD COMMENTS

The Board thanked the staff for the work they continue to do and said they are looking forward to seeing everyone on August 4th. Thank you.

11. CEO COMMENTS

Christine Feher, CEO said it has been a wonderful year. The commitment and work that the Board does make a difference. She is looking forward to next year and taking a break in July. CPCS will have updates for the Board in August. Thank you.

12. ADJOURNMENT

The regular meeting of the Board of Directors adjourned at 6:15 p.m.

Moved by BHoward

Seconded by JMcFaul

Roll Call Vote:

Ayes Nays Abstained Absent

Kelly Wylie

X

Dr. Shirley Peterson

X

Tanya Rogers

X

Bill Howard

X

Jason McFaul

X

Motion carried unanimously, 4-0.

Signed:

Signed:

Kelly Wylie

President, Governing Board

Bill Howard

Member, Governing Board

CALIFORNIA PACIFIC CHARTER SCHOOLS
Special Meeting of the Board of Directors
Virtual/Zoom Conferencing



Minutes

Thursday, July 21, 2022
Special Board Meeting Begins at 5:00 p.m.
Closed Session Begins at 5:05 p.m.

The meeting will be held virtually.
Join by telephone or via Zoom conferencing link below:
Dial In: 1-669-900-9128
Meeting ID: 951-7432-8407
960 6340 9182
Join URL: <https://cal-pacs-org.zoom.us/j/95174328407>
<https://cal-pacs-org.zoom.us/j/96063409182>

1. CALL TO ORDER AND ROLL CALL

Time: 5:01 p.m.

1.1. Roll Call

Kelly Wylie	President	<i>Absent for Roll Call</i>
Dr. Shirley Peterson	Vice President	<i>Absent for Roll Call</i>
Tanya Rogers	Clerk	<i>Present</i>
Bill Howard	Member	<i>Present</i>
Jason McFaul	Member	<i>Present</i>

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the Special Board meeting of July 21, 2022.

Moved by JMcFaul

Seconded by BHoward

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie				X
Dr. Shirley Peterson				X
Tanya Rogers	X			
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 3-0.

3. PUBLIC COMMENT - CLOSED SESSION

The public has a right to comment on any items of the closed session agenda.

4. ADJOURN TO CLOSED SESSION

Time: 5:03 p.m.

The Board will consider and may act on any of the Closed Session matters listed in Agenda Item 5.0

Moved by BHoward	Seconded by JMcFaul			
<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie				X
Dr. Shirley Peterson				X
Tanya Rogers	X			
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 3-0.

5. CLOSED SESSION

Conference with Legal Counsel – Existing Litigation (Gov. Code section 54956.9)
Lares v. The Collaborative Charter Services Organization, et al.

*Dr. Shirley Peterson joined the meeting during Closed Session.
Kelly Wylie joined the meeting during Closed Session.*

6. RECONVENE MEETING

Time: 5:42 p.m.

Tanya Rogers, Clerk reported out “no action was taken during the closed session.”

7. ADJOURNMENT

The special meeting of the Board of Directors adjourned at 5:42 p.m.

Moved by TRogers	Seconded by JMcFaul			
<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
Kelly Wylie	X			
Dr. Shirley Peterson	X			
Tanya Rogers	X			
Bill Howard	X			
Jason McFaul	X			

Motion carried unanimously, 5-0.

Signed:

Signed:

Kelly Wylie
President, Governing Board

Tanya Rogers
Clerk, Governing Board

Coversheet

Approval of Resolution No. 2022-8-9 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: III. Board Governance
Item: A. Approval of Resolution No. 2022-8-9 Recognizing a State of
Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material: Resolution 2022-8-9 CPCS re-authorizing-AB-361_8.9.22.pdf

BACKGROUND:

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in the following circumstances:

1. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or
2. There is a proclaimed state of emergency, and the local agency's meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.

RECOMMENDATION:

It is recommended the Board adopt Resolution 2022-8-9, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the California Pacific Charter Schools Board of Directors to conduct meetings virtually/remotely.

Fiscal Impact: None.



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

CALIFORNIA PACIFIC CHARTER SCHOOLS GOVERNING BOARD

RESOLUTION NO. 2022-8-9

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 12, 2021, the governing board of the California Pacific Charter Schools Board of Directors passed Resolution 2021-10-12 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the California Pacific Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[OPTION 1] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

[OPTION 2] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

BE IT FURTHER RESOLVED, the governing board of the California Pacific Charter Schools Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 9th day of the month of August in 2022.

AYES

NOES

ABSENT

ABSTAIN

Signed:

Signed:

Kelly Wylie
President, Governing Board

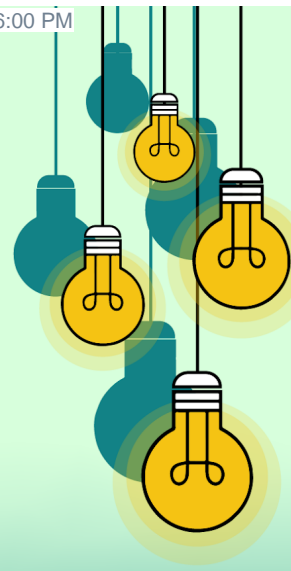
Tanya Rogers
Clerk, Governing Board

Coversheet

School Highlights, Presented by Christine Feher, Superintendent/CEO

Section: VI. Correspondence/Proposals/Reports
Item: A. School Highlights, Presented by Christine Feher,
Superintendent/CEO
Purpose: Discuss
Submitted by: Christine Feher
Related Material: July 22-23 LA School Highlights.pdf
July 22-23 SD School Highlights.pdf
July 22-23 SO School Highlights.pdf

CPCS LOS ANGELES SCHOOL HIGHLIGHTS



July 2022

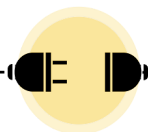
CURRENT ENROLLMENT

300

PROGRAM HIGHLIGHTS

July marked the start of the 22-23 school year and new theme: Get Plugged In, which centers around building and strengthening connections. This new theme will permeate school wide presentations and sessions throughout the year.

July also kicked off our summer learning program for students needing to make up credits in high school and continue building grade level skills in grades K-8. Students and summer staff worked diligently over the quick four weeks and we are looking forward to sharing completion rates with you.





CPCS LOS ANGELES

July 2022

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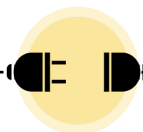
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STUDENT ACHIEVEMENT





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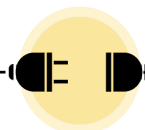
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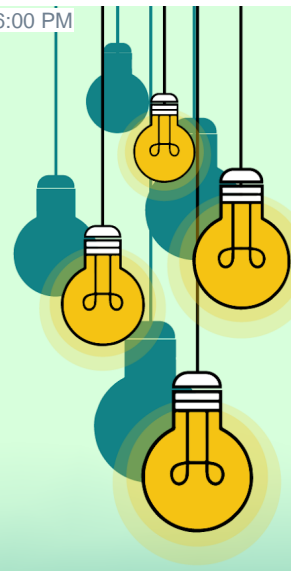
- Launching the Alludo Professional Development Platform
- Preparing for our Summer Kick Off Professional Development event
- Working through the CIM Process for Disproportionality
- Exploring new office space options for 2023



CPCS SAN DIEGO SCHOOL HIGHLIGHTS



July 2022



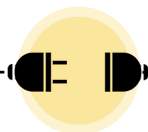
CURRENT ENROLLMENT

218

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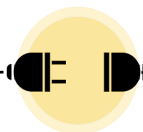
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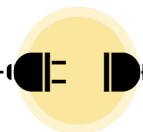
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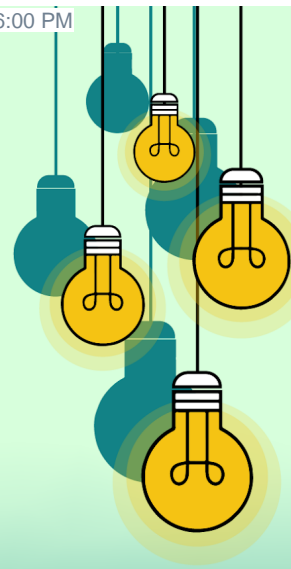
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CPCS SONOMA SCHOOL HIGHLIGHTS



July 2022



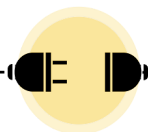
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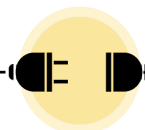
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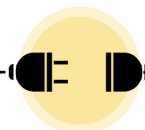
We purchased Billboard space in Sonoma County. Check us out if you're on the 101 in Rohnert Park!



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Coversheet

2022-23 Preliminary Budget Letter, Acton-Agua Dulce Unified School District

Section: VI. Correspondence/Proposals/Reports
Item: B. 2022-23 Preliminary Budget Letter, Acton-Agua Dulce
Unified School District
Purpose: Discuss
Submitted by:
Related Material: Acton-Agua Dulce USD letter.pdf

BACKGROUND:

In accordance with the provisions of Education Code (EC) Section 4 7604.32, a review of the California Pacific Charter 2022-23 Preliminary Budget has been completed by the Acton-Agua Dulce Unified School District.



ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT

32248 Crown Valley Rd.

Acton, CA 93510

661-269-0750

June 30, 2022

Board President, California Pacific Charter
1782 La Costa Meadows, Suite 102
San Marcos, CA 92078

Dear Board President:

In accordance with the provisions of Education Code (EC) Section 47604.32, a review of the California Pacific Charter 2022-23 Preliminary Budget has been completed by the Acton-Agua Dulce Unified School District. Please see the enclosed Summary Analysis that provides the details of our review.

We wish to thank the Charter School's staff for their cooperation during the review. Should you have any questions or concerns, please contact the District Office.

Sincerely,

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

Agha Mirza
Assistant Superintendent of Business Services
Acton-Agua Dulce Unified School District

Cc: Mr. Kurt Madden Superintendent, California Pacific Charter
Dr. Eric Sahakian, Superintendent, AADUSD
Ms. Nisha Pattison, AADUSD

Charter School Budget Summary Analysis

Reporting Period: 2022-23 Preliminary Budget

Charter Name: California Pacific Charter

CDS: 19-75309-0132654

<u>Reporting Period</u>	<u>ADA</u>
2022-23 Preliminary Budget	367.35
2021-22 Estimated Actuals	334.21
2021-22 P-2	332.01
2020-21 P-2	282.24
2019-20 P2	282.24
2018-19 P2	898.09
2017-18 P2	2,143.34
2016-17 P2	1,900.00
Total Revenue:	\$5,424,794
Total Expenditures:	\$5,228,195
Excess/(Deficiency):	\$196,599
Beginning Fund Balance:	\$2,339,833
Ending Fund Balance:	\$2,536,432

Reserve Requirement: For ADA between 301 to and 1,000, the reserve requirement is the greater of 4% or \$76,000. California Pacific Charter's 2022-23 estimated P-2 ADA is 367.35.

Reserves: The Charter School's reserve requirement is \$209,128. Its ending fund balance of \$2,536,432 demonstrates that the Charter is able to meet its required reserve for economic uncertainty. The Charter reserved \$2,536,432 in its 2022-23 Preliminary Budget projection.

Analysis/Comments: Local Control Funding Formula revenues are calculated based on ADA of 367.35, a 9.92% increase over prior year. Total LCFF is budgeted at \$4,332,964, a \$751K increase over 2021-22 Estimated Actuals. Federal revenue totals \$649,502, a \$150K decrease as compared to 2021-22 Estimated Actuals. Other State Revenues total \$442,328, a \$136K increase over 2021-22 Estimated Actuals. No Other Local Revenue is budgeted. **Total revenue is \$5,424,794, an increase of \$715,977 as compared to 2021-22 Estimated Actuals.**

Personnel expenditures represent 79% of total expenditures, a 4% increase over 2021-22 Estimated Actuals. The Charter School participates in STRS. Certificated Salaries increased by \$192K,

Classified Salaries by \$292K and Benefits by \$459,195. Books and Supplies increased by \$91K and Services and Other Operating expense decreased by \$61K. **Total expense is \$5,228,195, a \$973,464 increase as compared to 2021-22 Estimated Actuals.**

The Charter reports no debt on Form Debt.

The Charter's cash flow reports positive cash throughout 2022-23. The Charter's July 2022 beginning cash is estimated at \$1,642,950. Balance sheet accounts are recorded. The Charter's January ending cash is recorded at \$2,002,132. The Charter's lowest cash month is November 2022 at \$1,115,248 with no loans.

The Charter's MYP assumes 9.92% increase in 2022-23 and 5.06.% 2023-24 and 2024-25. The Charter's 3-year average ADA is -16.72%. The Charter's 3-year average is largely influence by its 2019-20 decrease in ADA. The Charter did increase in ADA by 18.41% in 2021-22. Expense increases are noted in the out year.

Assessment:

The Charter School estimates a **positive** ending fund balance for **FY 2022-23**.

- The Charter projects a 9.92% increase in ADA in the budget year. The Charter's 3-year average does not support this estimated increase. However, the Charter prior year growth was 18.41%.
- The Charter projects its ending fund balance will grow by 8.4% in 22-23, 1% in 23-24, and 8.36% in 24-25.
- The Charter is debt-free.
- The Charter's cash flow projects a positive cash position for 2022-23.

First Interim Requirements: Provide the District with the following on or before **December 2, 2022:**

- 2022-23 First Interim Alternative Form or officially exported SACS DAT file. The District will provide the required Alternative Form and MYP file. This file must be completed and returned in Excel format. Charters may not use their own version of this form.
- Original signed Form Certification.
- A Multi-Year Projection (MYP) with the base year 2022-23 and two out years, 2023-24, and 2024-25, using the District-provided Excel file. Charters utilizing SACS software may use either the MYP template included with the software or use the District-provided Excel MYP template. Charters may not use their own version of this form.
- Written narrative of planning assumptions which includes a specific overview of enrollment/ADA, revenue, expense, deficit spending, fund balance, reserves, debt, and cash. This narrative should address and explain any changes between the Charter's Adopted Budget and First Interim projection.
- Excel file copy of the 2022-23 First Interim FCMAT Calculator.
- Cash flow projection with actuals through October 31, 2022 and projected cash from November through June 30, 2023. The District will provide the Cash Flow template.

Charters may not use their own version of this form. Charters using the SACS software may use the template within the software or the District's Excel file. Cash flow reports should include applicable balance sheet object codes.

- Bank statement(s) or County Treasury cash report(s) for October 31, 2022 to support your ending cash through October 31, 2022 that is recorded on the cash flow projection.
- FORM Debt for all charters with current or projected debt.

Coversheet

Audit Governance Communication Letter, CliftonLarsonAllen LLP (CLA)

Section: VI. Correspondence/Proposals/Reports
Item: C. Audit Governance Communication Letter, CliftonLarsonAllen
LLP (CLA)
Purpose: Discuss
Submitted by:
Related Material: Cal Pac Governance Letter.pdf
Charter Industry Tools.pdf

BACKGROUND:

The purpose of this letter is to:

1. Communicate clearly with those charged with governance the responsibilities of the auditor regarding the financial statement audit and an overview of the planned scope and timing of the audit.
2. Obtain from those charged with governance information relevant to the audit.
3. Provide those charged with governance with timely observations arising from the audit that are significant and relevant to their responsibility to oversee the financial reporting process.
4. Promote effective two-way communication between the auditor and those charged with governance.



CliftonLarsonAllen LLP

2210 East Route 66
Glendora, CA 91740

phone 626.857.7300 fax 626.857.7302
CLAconnect.com

June 29, 2022

To the Board and Management of
California Pacific Charter Schools

We are engaged to audit the financial statements of California Pacific Charter Schools as of and for the year ended June 30, 2022. Professional standards require that we communicate to you the following information related to our audit. We will contact you to schedule a meeting to discuss this information since a two-way dialogue can provide valuable information for the audit process. We ask if you have any questions or need clarification to any of email the following: Wade.McMullen@claconnect.com, Derrick.Debruyne@claconnect.com, Lili.Huang@claconnect.com, Marlen.Gomez@claconnect.com.

Timelines and Deadlines

Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by **December 15** of each year.

We request that basic financial information (**trial balance and general ledger as of June 30, 2022 and general ledger for the next fiscal year**) be transmitted to us no later than **October 1**.

In order to file the report on or before the December 15 state deadline, **all audit information requests made prior to October 25 should be received no later than October 31**. This will allow us the time needed to complete the audit and submit our working-papers to our national assurance quality control team.

If a *significant amount* of the audit information requests are not received by the specified date, we will send a letter to Board and Management specifying the extent of outstanding information and possibly recommend notifying California Pacific Charter Schools's authorizer that an audit report filing extension to **January 31** is needed. The decision to apply for this extension is solely the responsibility of California Pacific Charter Schools's Board and Management.

Our responsibility under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards

Financial statements, internal control, and compliance

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Those standards also require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material



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misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under U.S. GAAS and *Government Auditing Standards*.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.
- Form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America.
- Plan and perform the audit to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.
- Perform, as part of obtaining reasonable assurance about whether the financial statements as a whole are free from material misstatement, tests of the entity's compliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our tests is not to provide an opinion on compliance with such provisions and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.
- Provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*.

- Communicate significant matters related to the financial statement audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.
- Communicate circumstances that affect the form and content of the auditors' report.
- Communicating any matters relevant to compliance with the *California State K-12 Audit Guide*.

Our responsibility under Auditing Standards Generally Accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*

Financial statements, internal control, and compliance

If it is determined that California Pacific Charter Schools has expended more than \$750,000 in federal funds during the course of the year being audited, the additional following responsibilities apply:

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). In addition to the Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, we will:

- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over compliance. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control over compliance that we identify during the audit that are required to be communicated.
- Plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the applicable compliance requirements occurred. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. Material noncompliance can arise from fraud or error and is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report.
- Perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

- Consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.
- Perform tests of transactions and other applicable procedures described in the “OMB Compliance Supplement” for the types of compliance requirements that could have a direct and material effect on each of the entity’s major programs. The purpose of these procedures will be to express an opinion on the entity’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the entity’s compliance with those requirements.
- Provide a report on internal control over compliance related to major programs and express an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Our responsibility for the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the SEFA in relation to the financial statements as a whole and to report on whether the SEFA is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the SEFA to determine whether the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our audit of the financial statements does not relieve you or management of your responsibilities.

We gave significant consideration to assisting management with the preparation of the financial statements to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

Supplementary information in relation to the financial statements as a whole

Because we were engaged to report on the supplementary information accompanying the financial statements, our responsibility for the supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the information to determine whether the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the supplementary

information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Use of financial statements

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document. You are responsible to provide us the opportunity to review such documents before issuance.

Planned scope and timing of the audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit of the financial statements will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters may be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Revenue recognition
- Management override of controls

As a result of unexpected events, changes in conditions, or the audit evidence obtained from the results of audit procedures performed, we may need to modify the overall audit strategy and audit plan and, thereby, the resulting planned nature, timing, and extent of further audit procedures, based on the revised consideration of assessed risks.

We expect to begin our audit in the Spring of 2022 and to issue our report no later than December 15.

Other planning matters

Recognizing the importance of two-way communication, we encourage you to provide us with information you consider relevant to the audit. This may include, but is not limited to, the following items:

- Your views about the following matters:

- The appropriate person(s) in the entity's governance structure with whom we should communicate.
 - The allocation of responsibilities between those charged with governance and management.
 - The entity's objectives and strategies and the related business risks that may result in material misstatements.
 - Matters you believe warrant particular attention during the audit and any areas for which you request additional procedures to be undertaken.
 - Significant communications between the entity and regulators.
 - Other matters you believe are relevant to the audit of the financial statements.
- The attitudes, awareness, and actions of those charged with governance concerning (a) the entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control, and (b) the detection or the possibility of fraud.
 - The actions of those charged with governance in response to developments in law, accounting standards, corporate governance practices, and other related matters, and the effects of such developments on, for example, the overall presentation, structure, and content of the financial statements, including the following:
 - The relevance, reliability, comparability, and understandability of the information presented in the financial statements.
 - Whether all required information has been included in the financial statements, and whether such information has been appropriately classified, aggregated or disaggregated, and presented.
 - The actions of those charged with governance in response to previous communications with the auditor.
 - Your understanding of the risks of fraud and the controls in place to prevent and detect fraud, including your views on the following matters:
 - The “tone at the top” conveyed by management.
 - Programs and controls that the entity has established to mitigate identified fraud risks or that otherwise help to prevent, deter, and detect fraud.
 - How and how often you review the entity’s policies on fraud prevention and detection.
 - If a fraud hotline is in place, how it is monitored and how you are notified of allegations or concerns.

- How you exercise oversight of management's processes for identifying and responding to the risks of fraud and the programs and controls management has established to mitigate those risks.
 - The risks of fraud at the entity, including any specific fraud risks the entity has identified or account balances, classes of transactions, or disclosures for which a risk of fraud may be likely to exist.
 - Examples of fraud-related discussions management has had with you.
 - Any actual or suspected fraud affecting the entity that you are aware of, including measures taken to address the fraud.
 - Any allegations of fraud or suspected fraud (e.g., received in communications from employees, former employees, grantors, regulators, or others) that you are aware of.
 - Any knowledge of possible or actual policy violations or abuses of broad programs and controls occurring during the period being audited or the subsequent period.
 - Any accounting policies or procedures applied to smooth earnings, meet debt covenants, minimize taxes, or achieve budget, bonus, or other financial targets that you are aware of; and whether you are aware of any accounting policies that you consider aggressive.
- How you oversee the entity's (1) compliance with laws, regulations, and provisions of contracts and grant agreements, (2) policies relative to the prevention of noncompliance and illegal acts, and (3) use of directives (for example, a code of ethics) and periodic representations obtained from management-level employees about compliance with laws, regulations, and provisions of contracts and grant agreements.
 - Whether you are aware of any noncompliance with laws, regulations, contracts, and grant agreements, including measures taken to address the noncompliance.
 - If the entity uses a service organization, your knowledge of any fraud, noncompliance, or uncorrected misstatements affecting the entity's financial statements reported by the service organization or otherwise known to you.

California Pacific Charter Schools
Page 8

This communication is intended solely for the information and use of the Board of Directors and management of California Pacific Charter Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

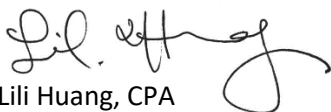
CliftonLarsonAllen LLP



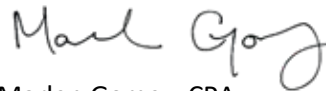
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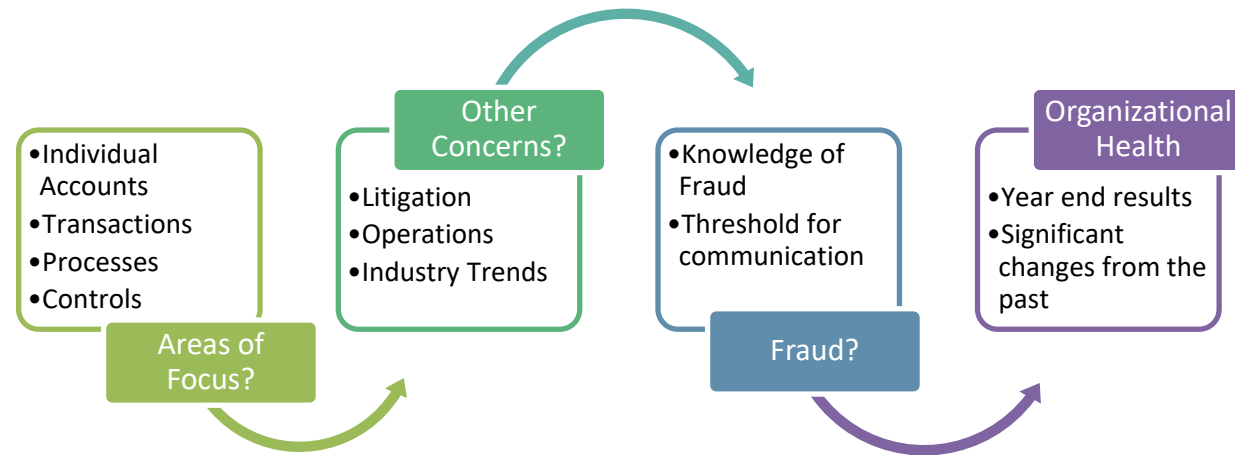


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Governance and Management



Upcoming Accounting Standards Applicable to Your Organization ASU 2016-02 (Topic 842) Leases

- Requires lessees to recognize the assets and liabilities arising from all leases on the statement of financial position.
- A lessee should recognize the liability to make lease payments (the lease liability) and a right-of-use asset representing its right to use the underlying asset for the lease term.
- Continued differentiation between finance and operating leases.
- Expanded qualitative and quantitative disclosures

How CLA can help:

- Assurance Consulting Team develops turnkey implementation solutions, including proposals, pricing guides, implementation guides, template forms, and support systems.

Resource Tools

CLACONNECT: <https://www.clacconnect.com/industries/nonprofit#Resources>

Charter School Audit Guide: <http://eaap.ca.gov/>

OMB Compliance Supplement: <https://www.whitehouse.gov/omb/office-federal-financial-management/>

CDE Revenue Funding: <https://www.cde.ca.gov/fg/fo/fr/>

Create Opportunities

Implementing best practices

- Observation: Changes in personnel and operations have focused more attention on processes and procedures.
- Recommendation: CLA business opportunity assessment to analyze your structure, process and systems.

Cybersecurity and risk management

- Observation: Cyber attacks are a prevalent threat and constantly evolving.
- Recommendation: CLA professionals can analyze key aspects of cybersecurity and make specific recommendations for your organization.

Financial planning and wealth management

- Observation: High 401(k) fees
- Recommendation: CLA Retirement Plan Diagnostic with CLA Wealth Advisor



CLACONNECT.COM

WEALTH ADVISORY
OUTSOURCING
AUDIT, TAX, AND CONSULTING

Coversheet

California Pacific Charter Schools 2022-23 45-Day Revise Budget

Section: VI. Correspondence/Proposals/Reports
Item: D. California Pacific Charter Schools 2022-23 45-Day Revise
Budget
Purpose: Discuss
Submitted by:
Related Material: CALPAC 2022-23 45-Day Revise (BOARD).pdf

BACKGROUND:

#1751 California Pacific Charter-LA (Acton-Agua Dulce)

#1758 California Pacific Charter-SD (Warner)

#2037 California Pacific Charter-Sonoma (Guerneville)



California Pacific Charter Schools

2022-23 45-Day Revision

1758 California Pacific Charter School-San Diego

1751 California Pacific Charter School-Los Angeles

2037 California Pacific Charter School-Sonoma



2022-23 45-DAY REVISE BUDGET NARRATIVE

- 1758 California Pacific Charter School – San Diego (CPC-SD)
 1751 California Pacific Charter School – Los Angeles (CPC-LA)
 2037 California Pacific Charter School – Sonoma (CPC-SO)

On June 27, 2022, Governor Gavin Newsom signed the legislative version of the 2022-23 state budget. The budget maintained several proposals that were included in the May Revision; however, many changes have been incorporated in the final state budget. Given the significant changes from the May Revision to the final Budget Act that have an impact on all three CPCS budgets, 45-Day Budget Revisions have been prepared with the intention of making available revisions in revenues and expenditures. The next Board-approved budget will be the First Interim Budget which will be brought to the Board in December 2022.

Local Control Funding Formula (LCFF) Cost-of-living adjustment (COLA) remains at 6.56% for LCFF Revenue; however, LCFF base grant increased to 6.28%.

Learning Recovery Emergency Block Grant provides funding to assist with long-term recovery from the COVID-19 pandemic. It's estimated the funding will be approximately \$2,400 per pupil and will be based on 2021-22's Second Principal Apportionment ADA multiplied by 2021-22 Unduplicated Pupil Percentage. Funding is available until 2027-28, and all three CPCS schools intend to spread spending across six school years (10% in 22-23, 20% in 23-24, 20% in 24-25, 20% in 25-26, 20% in 26-27, and 10% in 27-28). See Exhibit A below for a breakdown of the total allocation.

Arts, Music, and Instructional Materials Discretionary Block Grant provides funding for instructional materials and professional development aligned to best practices for improving school climate, digital literacy, physical education, and learning through play. It's estimated the funding will be approximately \$666 per pupil and will be based on 2021-22's Second Principal Apportionment ADA. A plan will need to be discussed and approved for expenditures of these funds. Funding is available until 2025-26, and all three CPCS schools intend to spread spending across four school years (10% in 22-23, 33% in 23-24, 33% in 24-25, and 24% in 25-26). See Exhibit A below for a breakdown of the total allocation.

Ethnic Studies Block Grant provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies. Currently, the CDE has not released much more information about the timeline for spending these funds or the requirements. See Exhibit A below for a breakdown of the total allocation.

Exhibit A: Breakdown of Funding

	CPC-SD	CPC-LA	CPC-SO
Learning Recovery Emergency Block Grant	\$ 342,098	\$ 473,355	\$ 185,843
Arts, Music, and Instructional Materials Discretionary Block Grant	175,704	221,437	101,011
Ethnic Studies Block Grant	4,116	5,011	1,841
Total Block Grant Allocations in 45-Day Revise	\$ 521,918	\$ 699,803	\$ 288,695



California Pacific Charter Schools

2022-23 45-DAY REVISE BUDGET NARRATIVE

Other key revisions to revenue:

- Special Education COLA increased to 6.56% for 2022-23 (estimated 5% at Preliminary)
- California Lottery
 - Unrestricted per ADA \$170 (\$163 at Preliminary)
 - Restricted per ADA \$67 (\$65 at Preliminary)

Key revisions to expenses:

- **Staffing and Benefits expenses** have been revised to include an additional six tutors.
- **Books and Supplies Expenditures** have been revised to include increases to curriculum expenses funded by new block grant sources. This includes Mr. D Math which was a new vendor for 2021-22 that all three CPCS schools would like to bring back for 2022-23. This vendor provides online courses in a variety of subjects.
- **Other Services and Operating Expenditures** have been revised to incorporate the costs of a new lease and related moving costs. CPCS is expected to move to a slightly larger space with one overlapping month of rent in December 2022.



California Pacific Charter-SD

2022-23 45-Day Revision

California Pacific Charter - San Diego
2022-23 45-Day Revision
Budget Summary

CHARTER 1758	2021-22 Estimated Actuals	2022-23 Preliminary Budget	2022-23 45-Day Revise	\$ Change from Preliminary	% Change from Preliminary
Enrollment	272	320	320	-	-
Average Daily Attendance	256.90	297.60	297.60	-	-
REVENUES					
General Purpose Revenue	2,718,138	3,408,394	3,501,430	93,036	2.73%
Federal Revenue	931,190	348,670	348,670	-	-
Other State Revenue	316,052	414,383	471,685	57,301	13.83%
Other Local Revenue	192,664	172,604	172,604	-	-
TOTAL REVENUES	4,158,044	4,344,051	4,494,388	150,337	3.46%
EXPENDITURES					
Certificated Salaries	1,697,852	1,886,698	1,886,698	-	-
Classified Salaries	281,732	640,375	679,051	38,676	6.04%
Employee Benefits	558,961	1,033,693	1,037,921	4,228	0.41%
Books and Supplies Expenditures	224,208	287,202	306,477	19,275	6.71%
Other Services and Operating Expenditures	630,688	641,985	663,817	21,832	3.40%
Other Outgo	-	-	-	-	-
TOTAL EXPENDITURES	3,393,439	4,489,953	4,573,964	84,011	1.87%
NET INCREASE / (DECREASE)	764,605	(145,902)	(79,576)	66,326	-45.46%
BEGINNING BALANCE, RESERVES	1,362,207	2,126,812	2,126,812	-	-
NET INCREASE / (DECREASE)	764,605	(145,902)	(79,576)	66,326	-45.46%
ENDING BALANCE	2,126,812	1,980,910	2,047,236	66,326	3.35%
ENDING BALANCE AS % OF EXPENDITURES	62.67%	44.12%	44.76%	0.64%	

California Pacific Charter - San Diego
2022-23 45-Day Revision
Multi-Year Projection

CHARTER 1758	2022-23	2023-24	2024-25
Enrollment	320	330	340
Average Daily Attendance	297.60	306.90	316.20
REVENUES			
General Purpose Revenue	3,501,430	3,805,147	4,077,622
Federal Revenue	348,670	150,552	123,476
Other State Revenue	471,685	536,457	531,429
Other Local Revenue	172,604	103,320	106,167
TOTAL REVENUES	4,494,388	4,595,475	4,838,694
EXPENDITURES			
Certificated Salaries	1,886,698	1,881,318	2,015,976
Classified Salaries	679,051	667,110	691,803
Employee Benefits	1,037,921	1,019,401	1,075,788
Books and Supplies Expenditures	306,477	324,181	338,564
Other Services and Operating Expenditures	663,817	506,418	508,448
Other Outgo	-	-	-
TOTAL EXPENDITURES	4,573,964	4,398,429	4,630,579
NET INCREASE / (DECREASE)	(79,576)	197,046	208,115
BEGINNING BALANCE, RESERVES	2,126,812	2,047,236	2,244,282
NET INCREASE / (DECREASE)	(79,576)	197,046	208,115
ENDING BALANCE	2,047,236	2,244,282	2,452,397
ENDING BALANCE AS % OF EXPENDITURES	44.76%	51.02%	52.96%
MULTI-YEAR REVENUE DETAIL			
	2022-23	2023-24	2024-25
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	3,256,235	3,552,290	3,817,103
8012 EPA Entitlement	59,520	61,380	63,240
8096 In-Lieu-Of Property Taxes	185,675	191,477	197,279
Total General Purpose Revenue	3,501,430	3,805,147	4,077,622
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	36,081	37,209	38,336
8182 SpEd - Discretionary Grants	3,500	3,609	3,719
8290 Other Federal Revenue	309,089	109,734	81,421
Total Federal Revenue	348,670	150,552	123,476
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	194,188	200,256	206,324
8550 Mandated Cost Reimbursements	10,022	10,335	10,648
8560 State Lottery Revenue	70,531	72,735	74,939
8590 Other State Revenue	196,944	253,131	239,518
Total Other State Revenue	471,685	536,457	531,429
Other Local Revenue Assumptions			
8660 Interest Income	5,000	5,150	5,305
8699 Other Revenue	167,604	98,170	100,862
Total Other Local Revenue	172,604	103,320	106,167

ORIGINAL BOARD-APPROVED

California Pacific Charter - San Diego

2022-23 Preliminary Budget

Multi-Year Projection

CHARTER 1758	2022-23	2023-24	2024-25
Enrollment	320	330	340
Average Daily Attendance	297.60	306.90	316.20
REVENUES			
General Purpose Revenue	3,408,394	3,704,034	3,969,238
Federal Revenue	348,670	150,552	123,476
Other State Revenue	414,383	400,246	399,162
Other Local Revenue	172,604	103,320	106,167
TOTAL REVENUES	4,344,051	4,358,151	4,598,043
EXPENDITURES			
Certificated Salaries	1,886,698	1,881,318	2,015,976
Classified Salaries	640,375	628,127	651,343
Employee Benefits	1,033,693	1,015,043	1,071,173
Books and Supplies Expenditures	287,202	304,562	317,804
Other Services and Operating Expenditures	641,985	494,777	503,704
Other Outgo	-	-	-
TOTAL EXPENDITURES	4,489,953	4,323,828	4,560,000
NET INCREASE / (DECREASE)	(145,902)	34,324	38,043
BEGINNING BALANCE, RESERVES	2,126,812	1,980,910	2,015,233
NET INCREASE / (DECREASE)	(145,902)	34,324	38,043
ENDING BALANCE	1,980,910	2,015,233	2,053,276
ENDING BALANCE AS % OF EXPENDITURES	44.12%	46.61%	45.03%

MULTI-YEAR REVENUE DETAIL

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	3,163,199	3,451,177	3,708,719
8012 EPA Entitlement	59,520	61,380	63,240
8096 In-Lieu-Of Property Taxes	185,675	191,477	197,279
Total General Purpose Revenue	3,408,394	3,704,034	3,969,238
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	36,081	37,209	38,336
8182 SpEd - Discretionary Grants	3,500	3,609	3,719
8290 Other Federal Revenue	309,089	109,734	81,421
Total Federal Revenue	348,670	150,552	123,476
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	191,345	197,324	203,304
8550 Mandated Cost Reimbursements	10,022	10,335	10,648
8560 State Lottery Revenue	67,853	69,974	72,094
8590 Other State Revenue	145,164	122,613	113,116
Total Other State Revenue	414,383	400,246	399,162
Other Local Revenue Assumptions			
8660 Interest Income	5,000	5,150	5,305
8699 Other Revenue	167,604	98,170	100,862
Total Other Local Revenue	172,604	103,320	106,167



California Pacific Charter-LA

2022-23 45-Day Revision

California Pacific Charter - Los Angeles
2022-23 45-Day Revision
Budget Summary

CHARTER 1751	2021-22 Estimated Actuals	2022-23 Preliminary Budget	2022-23 45-Day Revise	\$ Change from Preliminary	% Change from Preliminary
Enrollment	363	395	395	-	-
Average Daily Attendance	334.21	367.35	367.35	-	-
REVENUES					
General Purpose Revenue	3,582,192	4,332,964	4,451,209	118,245	2.73%
Federal Revenue	799,557	649,502	649,502	-	-
Other State Revenue	306,454	442,328	517,607	75,279	17.02%
Other Local Revenue	20,614	-	-	-	-
TOTAL REVENUES	4,708,817	5,424,794	5,618,318	193,524	3.57%
EXPENDITURES					
Certificated Salaries	2,107,107	2,299,344	2,299,344	-	-
Classified Salaries	351,126	643,008	690,753	47,745	7.43%
Employee Benefits	740,683	1,199,878	1,205,098	5,220	0.44%
Books and Supplies Expenditures	263,356	354,551	378,346	23,795	6.71%
Other Services and Operating Expenditures	792,459	731,414	758,445	27,031	3.70%
Other Outgo	-	-	-	-	-
TOTAL EXPENDITURES	4,254,731	5,228,195	5,331,986	103,791	1.99%
NET INCREASE / (DECREASE)	454,086	196,598	286,332	89,733	45.64%
BEGINNING BALANCE, RESERVES	1,885,747	2,339,832	2,339,832	-	-
NET INCREASE / (DECREASE)	454,086	196,598	286,332	89,733	45.64%
ENDING BALANCE	2,339,832	2,536,431	2,626,164	89,733	3.54%
ENDING BALANCE AS % OF EXPENDITURES	54.99%	48.51%	49.25%	0.74%	

California Pacific Charter - Los Angeles
2022-23 45-Day Revision
Multi-Year Projection

CHARTER 1751	2022-23	2023-24	2024-25
Enrollment	395	415	436
Average Daily Attendance	367.35	385.95	405.48
REVENUES			
General Purpose Revenue	4,451,209	4,981,197	5,441,966
Federal Revenue	649,502	183,906	149,331
Other State Revenue	517,607	605,893	607,241
Other Local Revenue	-	-	-
TOTAL REVENUES	5,618,318	5,770,995	6,198,538
EXPENDITURES			
Certificated Salaries	2,299,344	2,405,176	2,544,639
Classified Salaries	690,753	779,950	797,759
Employee Benefits	1,205,098	1,270,018	1,329,656
Books and Supplies Expenditures	378,346	422,988	435,387
Other Services and Operating Expenditures	758,445	653,569	648,978
Other Outgo	-	-	-
TOTAL EXPENDITURES	5,331,986	5,531,702	5,756,418
NET INCREASE / (DECREASE)	286,332	239,293	442,119
BEGINNING BALANCE, RESERVES	2,339,832	2,626,164	2,865,457
NET INCREASE / (DECREASE)	286,332	239,293	442,119
ENDING BALANCE	2,626,164	2,865,457	3,307,577
ENDING BALANCE AS % OF EXPENDITURES	49.25%	51.80%	57.46%

MULTI-YEAR REVENUE DETAIL

	2022-23	2023-24	2024-25
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	4,177,379	4,693,502	5,139,713
8012 EPA Entitlement	73,470	77,190	81,096
8096 In-Lieu-Of Property Taxes	200,360	210,505	221,157
Total General Purpose Revenue	4,451,209	4,981,197	5,441,966
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	44,538	46,793	49,160
8182 SpEd - Discretionary Grants	4,320	4,539	4,768
8290 Other Federal Revenue	600,645	132,574	95,403
Total Federal Revenue	649,502	183,906	149,331
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	170,287	178,910	187,963
8550 Mandated Cost Reimbursements	11,635	12,224	12,842
8560 State Lottery Revenue	87,062	91,471	96,099
8590 Other State Revenue	248,622	323,288	310,337
Total Other State Revenue	517,607	605,893	607,241
Other Local Revenue Assumptions			
8660 Interest Income	-	-	-
8699 Other Revenue	-	-	-
Total Other Local Revenue	-	-	-

ORIGINAL BOARD-APPROVED
California Pacific Charter - Los Angeles
2022-23 Preliminary Budget
Multi-Year Projection

CHARTER 1751	2022-23	2023-24	2024-25
Enrollment	395	415	436
Average Daily Attendance	367.35	385.95	405.48
REVENUES			
General Purpose Revenue	4,332,964	4,848,863	5,297,373
Federal Revenue	649,502	183,906	149,331
Other State Revenue	442,328	427,043	433,094
Other Local Revenue	-	-	-
TOTAL REVENUES	5,424,794	5,459,811	5,879,798
EXPENDITURES			
Certificated Salaries	2,299,344	2,405,176	2,544,639
Classified Salaries	643,008	729,085	745,727
Employee Benefits	1,199,878	1,264,331	1,323,766
Books and Supplies Expenditures	354,551	397,389	408,690
Other Services and Operating Expenditures	731,414	638,365	642,784
Other Outgo	-	-	-
TOTAL EXPENDITURES	5,228,195	5,434,347	5,665,606
NET INCREASE / (DECREASE)	196,598	25,464	214,191
BEGINNING BALANCE, RESERVES	2,339,832	2,536,431	2,561,895
NET INCREASE / (DECREASE)	196,598	25,464	214,191
ENDING BALANCE	2,536,431	2,561,895	2,776,087
ENDING BALANCE AS % OF EXPENDITURES	48.51%	47.14%	49.00%
MULTI-YEAR REVENUE DETAIL			
	2022-23	2023-24	2024-25
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	4,059,134	4,561,168	4,995,120
8012 EPA Entitlement	73,470	77,190	81,096
8096 In-Lieu-Of Property Taxes	200,360	210,505	221,157
Total General Purpose Revenue	4,332,964	4,848,863	5,297,373
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	44,538	46,793	49,160
8182 SpEd - Discretionary Grants	4,320	4,539	4,768
8290 Other Federal Revenue	600,645	132,574	95,403
Total Federal Revenue	649,502	183,906	149,331
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	167,794	176,290	185,211
8550 Mandated Cost Reimbursements	11,635	12,224	12,842
8560 State Lottery Revenue	83,756	87,997	92,449
8590 Other State Revenue	179,142	150,532	142,592
Total Other State Revenue	442,328	427,043	433,094
Other Local Revenue Assumptions			
8660 Interest Income	-	-	-
8699 Other Revenue	-	-	-
Total Other Local Revenue	-	-	-



California Pacific Charter-Sonoma

2022-23 45-Day Revision

California Pacific Charter - Sonoma
2022-23 45-Day Revision
Budget Summary

CHARTER 2037	2021-22 Estimated Actuals	2022-23 Preliminary Budget	2022-23 45-Day Revise	\$ Change from Preliminary	% Change from Preliminary
Enrollment	173	115	115	-	-
Average Daily Attendance	155.70	106.95	106.95	-	-
REVENUES					
General Purpose Revenue	1,425,713	1,189,940	1,222,398	32,458	2.73%
Federal Revenue	197,766	189,282	189,282	-	-
Other State Revenue	172,057	212,119	243,315	31,196	14.71%
Other Local Revenue	20,957	800	800	-	-
TOTAL REVENUES	1,816,493	1,592,141	1,655,795	63,654	4.00%
EXPENDITURES					
Certificated Salaries	749,904	627,386	627,386	-	-
Classified Salaries	144,109	187,268	201,173	13,905	7.43%
Employee Benefits	283,599	328,530	330,050	1,520	0.46%
Books and Supplies Expenditures	134,434	103,259	110,189	6,930	6.71%
Other Services and Operating Expenditures	413,651	314,960	324,179	9,218	2.93%
Other Outgo	3,832	2,612	2,612	-	-
TOTAL EXPENDITURES	1,729,530	1,564,014	1,595,588	31,574	2.02%
NET INCREASE / (DECREASE)	86,963	28,127	60,207	32,080	114.06%
BEGINNING BALANCE, RESERVES	596,601	683,563	683,563	-	-
NET INCREASE / (DECREASE)	86,963	28,127	60,207	32,080	114.06%
ENDING BALANCE	683,563	711,690	743,770	32,080	4.51%
ENDING BALANCE AS % OF EXPENDITURES	39.52%	45.50%	46.61%	1.11%	

California Pacific Charter - Sonoma
2022-23 45-Day Revision
Multi-Year Projection

CHARTER 2037	2022-23	2023-24	2024-25
Enrollment	115	115	115
Average Daily Attendance	106.95	106.95	106.95
REVENUES			
General Purpose Revenue	1,222,398	1,322,371	1,375,423
Federal Revenue	189,282	69,238	51,391
Other State Revenue	243,315	295,403	281,972
Other Local Revenue	800	824	849
TOTAL REVENUES	1,655,795	1,687,836	1,709,635
EXPENDITURES			
Certificated Salaries	627,386	637,920	680,252
Classified Salaries	201,173	221,860	229,131
Employee Benefits	330,050	340,278	358,898
Books and Supplies Expenditures	110,189	120,321	125,051
Other Services and Operating Expenditures	324,179	236,444	225,360
Other Outgo	2,612	2,612	1,681
TOTAL EXPENDITURES	1,595,588	1,559,436	1,620,373
NET INCREASE / (DECREASE)	60,207	128,400	89,262
BEGINNING BALANCE, RESERVES	683,563	743,770	872,170
NET INCREASE / (DECREASE)	60,207	128,400	89,262
ENDING BALANCE	743,770	872,170	961,432
ENDING BALANCE AS % OF EXPENDITURES	46.61%	55.93%	59.33%
MULTI-YEAR REVENUE DETAIL			
	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	682,318	782,291	835,343
8012 EPA Entitlement	21,390	21,390	21,390
8096 In-Lieu-Of Property Taxes	518,690	518,690	518,690
Total General Purpose Revenue	1,222,398	1,322,371	1,375,423
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	12,967	12,967	12,967
8182 SpEd - Discretionary Grants	1,258	1,258	1,258
8290 Other Federal Revenue	175,058	55,013	37,166
Total Federal Revenue	189,282	69,238	51,391
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	105,761	105,761	105,761
8550 Mandated Cost Reimbursements	4,778	4,778	4,778
8560 State Lottery Revenue	25,347	25,348	25,348
8590 Other State Revenue	107,428	159,516	146,085
Total Other State Revenue	243,315	295,403	281,972
Other Local Revenue Assumptions			
8660 Interest Income	800	824	849
8699 Other Revenue	-	-	-
Total Other Local Revenue	800	824	849

ORIGINAL BOARD-APPROVED

California Pacific Charter - Sonoma

2022-23 Preliminary Budget

Multi-Year Projection

	CHARTER 2037	2022-23	2023-24	2024-25
Enrollment		115	115	115
Average Daily Attendance		106.95	106.95	106.95
REVENUES				
General Purpose Revenue		1,189,940	1,287,246	1,338,886
Federal Revenue		189,282	69,238	51,391
Other State Revenue		212,119	220,548	208,958
Other Local Revenue		800	824	849
TOTAL REVENUES		1,592,141	1,577,856	1,600,084
EXPENDITURES				
Certificated Salaries		627,386	637,920	680,252
Classified Salaries		187,268	207,391	214,187
Employee Benefits		328,530	338,661	357,198
Books and Supplies Expenditures		103,259	113,039	117,383
Other Services and Operating Expenditures		314,960	229,705	221,210
Other Outgo		2,612	2,612	1,681
TOTAL EXPENDITURES		1,564,014	1,529,328	1,591,911
NET INCREASE / (DECREASE)		28,127	48,527	8,173
BEGINNING BALANCE, RESERVES		683,563	711,690	760,217
NET INCREASE / (DECREASE)		28,127	48,527	8,173
ENDING BALANCE		711,690	760,217	768,390
ENDING BALANCE AS % OF EXPENDITURES		45.50%	49.71%	48.27%

MULTI-YEAR REVENUE DETAIL

	2022-23	2023-24	2024-25
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	649,860	747,166	798,806
8012 EPA Entitlement	21,390	21,390	21,390
8096 In-Lieu-Of Property Taxes	518,690	518,690	518,690
Total General Purpose Revenue	1,189,940	1,287,246	1,338,886
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	12,967	12,967	12,967
8182 SpEd - Discretionary Grants	1,258	1,258	1,258
8290 Other Federal Revenue	175,058	55,013	37,166
Total Federal Revenue	189,282	69,238	51,391
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	104,213	104,213	104,213
8550 Mandated Cost Reimbursements	4,778	4,778	4,778
8560 State Lottery Revenue	24,385	24,385	24,385
8590 Other State Revenue	78,743	87,172	75,582
Total Other State Revenue	212,119	220,548	208,958
Other Local Revenue Assumptions			
8660 Interest Income	800	824	849
8699 Other Revenue	-	-	-
Total Other Local Revenue	800	824	849

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: 06.2022 44 CAL-PAC-SD Check Register.pdf
06.2022 55 CAL-PAC-LA Check Register.pdf
06.2022 95 CAL-PAC-SO Check Register.pdf
2022.06.30 J.P. Morgan Statement June 2022.pdf
07.2022 55 CAL-PAC-LA Check Register.pdf
07.2022 95 CAL-PAC-SO Check Register.pdf
07.2022 44 CAL-PAC-SD Check Register.pdf
2022.07.31 J.P. Morgan Statement July 2022.pdf
August Board Surplus_Ewaste Chromebooks.pdf

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 7/5/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/1/2022	IRVI000--Irvine Four, LLC		1,466.33	June 2022 rent	44--California Pacific Charter - San Diego
	6/6/2022	ALPH000--Alpha Vision, Inc.	101370505	125.38	CalPac Datto Monthly Backupify G - Suite Cloud	44--California Pacific Charter - San Diego
	6/6/2022	ECCI000--ECC Imaging LLC.	101370504	3.31	Copier overage fee	44--California Pacific Charter - San Diego
	6/6/2022	SSCA001--School Services of California	101370502	181.94	Conference for Green and Tanner	44--California Pacific Charter - San Diego
	6/6/2022	WORL000--Worldwide Express	101370500	42.27	Postage fees for students and staff	44--California Pacific Charter - San Diego
	6/6/2022	SOCI001--Social Thinking	101370501	37.09	SPED curriculum	44--California Pacific Charter - San Diego
	6/6/2022	WORL000--Worldwide Express	101370503	16.61	Postage fees for students and staff	44--California Pacific Charter - San Diego
	6/7/2022	PROC000--Procopio, Cory, Hargreaves & Savitch	101370507	69.47	Legal services rendered from 4/19/22	44--California Pacific Charter - San Diego
	6/7/2022	CLIF000--Clifton Larson Allen LLP	20137000835	668.62	Progress billing for audit services	44--California Pacific Charter - San Diego
	6/7/2022	KMED001--KM Educational Consulting and Execu	20137000833	1,736.70	Professional Services - May	44--California Pacific Charter - San Diego
	6/7/2022	CSO0000--The Collaborative Charter Services O	20137000832	106.00	Stampli - FY22 April Fees	44--California Pacific Charter - San Diego
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitch	101370511	648.37	il services in February Re : Labor & Employment	44--California Pacific Charter - San Diego
	6/13/2022	MAVE001--Maverick Label	101370514	440.58	Labels for CalPac technology	44--California Pacific Charter - San Diego
	6/13/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370513	267.91	Legal services for May	44--California Pacific Charter - San Diego
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitch	101370508	75.26	Legal for services in February	44--California Pacific Charter - San Diego
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitch	101370512	11.58	gal services for March Re : Labor & Employment	44--California Pacific Charter - San Diego
	6/13/2022	EZIC001--Ezichi Bordner	101370509	8.27	Lunch for meeting	44--California Pacific Charter - San Diego
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000836	6,776.98	Service fees for June 2022	44--California Pacific Charter - San Diego
	6/14/2022	MYA001--Motivated Youth Academy	20137000847	1,022.28	August 2022 Kickoff, Cape Rey	44--California Pacific Charter - San Diego
	6/14/2022	PRES000--PresenceLearning, Inc.	20137000849	314.26	May 2022 Services	44--California Pacific Charter - San Diego
	6/14/2022	EXCEL00--Excel Academy Charter School	20137000843	18.42	June 2022 PB postage meter lease	44--California Pacific Charter - San Diego
	6/14/2022	EXCEL00--Excel Academy Charter School	20137000843	111.40	July & Aug 2022 PB postage meter lease	44--California Pacific Charter - San Diego
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000840	55.15	Furniture for tech support	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000846	37.64	Office supplies	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000837	22.71	Office supplies	44--California Pacific Charter - San Diego
	6/14/2022	TYLE001--Tyler Phipps	20137000848	22.37	Postage for CTE students	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000842	15.39	Office supplies	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000845	15.33	Office supplies	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000839	13.18	Office supplies	44--California Pacific Charter - San Diego
	6/14/2022	AMAZ000--Amazon	20137000841	6.90	Office supplies	44--California Pacific Charter - San Diego
	6/15/2022	WORL000--Worldwide Express	101370517	31.45	Postage for students and staff	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
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CHASE 1781 - Chase Bank	Account No: 505911781					
	6/1/2022	IRVI000--Irvine Four, LLC		1,466.33	June 2022 rent	44--California Pacific Charter - San Diego
	6/6/2022	ALPH000--Alpha Vision, Inc.	101370505	125.38	CalPac Datto Monthly Backupify G - Suite Cloud	44--California Pacific Charter - San Diego
	6/6/2022	ECCI000--ECC Imaging LLC.	101370504	3.31	Copier coverage fee	44--California Pacific Charter - San Diego
	6/15/2022	PHIL000--Philadelphia Insurance Companies	20137000851	1,758.00	Participant Accident Coverage for the 22/23 FY	44--California Pacific Charter - San Diego
	6/15/2022	ACCE001--Accelerate Education Incorporated	20137000850	1,250.00	Year 1 Virtual Implementation & PD Package	44--California Pacific Charter - San Diego
	6/16/2022	RBC001--R&B Communications, Inc.	20137000852	3,589.09	ds and PPC Management for May and June 2022	44--California Pacific Charter - San Diego
	6/17/2022	SPEC000--Specialized Therapy Services	101370520	728.75	APE & OT Services April	44--California Pacific Charter - San Diego
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000853	460.00	Nurse Services - CPC-SD	44--California Pacific Charter - San Diego
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000855	776.25	APE & Nurse Services March - CPC-SD	44--California Pacific Charter - San Diego
	6/21/2022	CSO0000--The Collaborative Charter Services O.	20137000859	132.90	Stampli - FY22 May Fees	44--California Pacific Charter - San Diego
	6/21/2022	CSO0000--The Collaborative Charter Services O.	20137000856	37.19	COLONIAL LIFE MAY BENEFIT-A.Pak	44--California Pacific Charter - San Diego
	6/21/2022	CSO0000--The Collaborative Charter Services O.	20137000856	48.65	COLONIAL LIFE MAY BENEFIT-E.Akridge	44--California Pacific Charter - San Diego
	6/21/2022	CSO0000--The Collaborative Charter Services O.	20137000857	23.95	LEGAL SHIELD MAY 2022 BENEFIT-A.Pak	44--California Pacific Charter - San Diego
	6/21/2022	CSO0000--The Collaborative Charter Services O.	20137000857	32.90	LEGAL SHIELD MAY 2022 BENEFIT-P.Nuzman	44--California Pacific Charter - San Diego
	6/21/2022	AMAZ000--Amazon	20137000860	131.77	Repay Amazon for misapplied cm refund	44--California Pacific Charter - San Diego
	6/22/2022	ERIC000--Erickson Law Firm	101370531	213.37	Attorney Fees May 2022	44--California Pacific Charter - San Diego
	6/22/2022	ECCI000--ECC Imaging LLC.	101370523	3.31	for the 5/11/2022 to 6/10/2022 overage period	44--California Pacific Charter - San Diego
	6/22/2022	WORL000--Worldwide Express	101370527	128.88	Postage	44--California Pacific Charter - San Diego
	6/22/2022	PART000--Partners in Special Education	101370525	195.00	OT Services May - CPC-SD	44--California Pacific Charter - San Diego
	6/22/2022	MOUN001--Mountain Empire Unified School Dist	101370526	96.00	AP test for student in CPC-SD	44--California Pacific Charter - San Diego
	6/23/2022	JASO000--Jason D. McFaul	5336595443	166.67	June 2022 Board Stipends - JM	44--California Pacific Charter - San Diego
	6/23/2022	WILL000--William J Howard Jr.	5336595444	166.67	June 2022 Board Stipends - WH	44--California Pacific Charter - San Diego
	6/23/2022	TANY001--Tanya Rogers	5336595266	166.67	June 2022 Board Stipends - TR	44--California Pacific Charter - San Diego
	6/23/2022	KELL000--Kelly Wylie	5336595265	166.67	June 2022 Board Stipends - KW	44--California Pacific Charter - San Diego
	6/23/2022	SHIR000--Shirley Peterson	5336595264	166.67	June 2022 Board Stipends - SP	44--California Pacific Charter - San Diego
	6/23/2022	CSO0000--The Collaborative Charter Services O.	20137000881	8,127.92	Overpayment of June 2022 Benefits True - up	44--California Pacific Charter - San Diego
	6/23/2022	CSO0000--The Collaborative Charter Services O.	20137000880	49.62	BWL Legal Invoice #18188	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000874	12.06	Reading materials for Christine Feher	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000871	11.62	Office supplies	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000878	11.39	Postage meter ink cartridges	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000875	9.47	Office supplies	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000872	8.20	Office supplies	44--California Pacific Charter - San Diego
6/23/2022	AMAZ000--Amazon	20137000869	3.56	Office supplies	44--California Pacific Charter - San Diego	

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 7/5/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/1/2022	IRVI000--Irvine Four, LLC		1,466.33	June 2022 rent	44--California Pacific Charter - San Diego
	6/6/2022	ALPH000--Alpha Vision, Inc.	101370505	125.38	CalPac Datto Monthly Backupify G - Suite Cloud	44--California Pacific Charter - San Diego
	6/6/2022	ECCI000--ECC Imaging LLC.	101370504	3.31	Copier overage fee	44--California Pacific Charter - San Diego
	6/23/2022	CSO0000--The Collaborative Charter Services O.	20137000862	4,916.07	Cigna Lina Coverage from 7/21-5/22	44--California Pacific Charter - San Diego
	6/23/2022	CHRI001--Christine Feher	20137000865	34.08	Mileage to conference	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137000865	24.93	Dinner for Directors	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137000865	214.01	Travel for SELPA	44--California Pacific Charter - San Diego
	6/23/2022	STAP001--Staples Technology Solutions	20137000867	429.05	Computer for staff- G. Chamberlain	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000877	369.22	Technology accessories for faculty	44--California Pacific Charter - San Diego
	6/23/2022	CSO0000--The Collaborative Charter Services O.	20137000863	505.64	CIGNA LINA 06/01/2022 - 06/30/2022	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000868	46.89	Office supplies	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000879	18.17	Technology accessory for teacher	44--California Pacific Charter - San Diego
	6/23/2022	AMAZ000--Amazon	20137000870	14.32	Office supplies for filing	44--California Pacific Charter - San Diego
		CSO0000--The Collaborative Charter Services O.	20137000882	48.65	Colonial Life June 2022 - E.Akridge	44--California Pacific Charter - San Diego
	6/24/2022	CSO0000--The Collaborative Charter Services O.	20137000882	37.19	Colonial Life June 2022 - A.Pak	44--California Pacific Charter - San Diego
6/24/2022	CSO0000--The Collaborative Charter Services O.	20137000883	23.95	Legal Shield June 2022 - A.Pak	44--California Pacific Charter - San Diego	
	CSO0000--The Collaborative Charter Services O.	20137000883	32.90	Legal Shield June 2022 - P.Nuzman	44--California Pacific Charter - San Diego	
Total for CHASE 1781				39,757.42		

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 7/5/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/1/2022	IRVI000--Irvine Four, LLC		2,097.55	June 2022 rent	55--California Pacific Charter - Los Angeles
	6/6/2022	ALPH000--Alpha Vision, Inc.	101370505	179.34	CalPac Datto Monthly Backupify G - Suite Cloud	55--California Pacific Charter - Los Angeles
	6/6/2022	ECCI000--ECC Imaging LLC.	101370504	4.73	Copier overage fee	55--California Pacific Charter - Los Angeles
	6/6/2022	OXFO000--Oxford Consulting Services, Inc.	101370498	465.74	PT, SAI, OT services April - CPC-LA	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	101370498	3,081.22	PT, SAI, OT services April - CPC-LA	55--California Pacific Charter - Los Angeles
	6/6/2022	SSCA001--School Services of California	101370502	260.26	Conference for Green and Tanner	55--California Pacific Charter - Los Angeles
	6/6/2022	WORL000--Worldwide Express	101370499	107.02	Postage for staff and students	55--California Pacific Charter - Los Angeles
	6/6/2022	WORL000--Worldwide Express	101370500	72.79	Postage fees for students and staff	55--California Pacific Charter - Los Angeles
	6/6/2022	SOCI001--Social Thinking	101370501	53.07	SPED curriculum	55--California Pacific Charter - Los Angeles
	6/6/2022	WORL000--Worldwide Express	101370503	57.00	Postage fees for students and staff	55--California Pacific Charter - Los Angeles
	6/7/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370507	99.37	Legal services rendered from 4/19/22	55--California Pacific Charter - Los Angeles
	6/7/2022	CLIF000--Clifton Larson Allen LLP	20137000835	956.46	Progress billing for audit services	55--California Pacific Charter - Los Angeles
	6/7/2022	RBC001--R&B Communications, Inc.	20137000834	14,672.51	Marketing Services Installment calpacs.org	55--California Pacific Charter - Los Angeles
		RBC001--R&B Communications, Inc.	20137000834	14,864.12	Marketing Services Installment calpacs.org	55--California Pacific Charter - Los Angeles
	6/7/2022	KMED001--KM Educational Consulting and Execu	20137000833	2,484.30	Professional Services - May	55--California Pacific Charter - Los Angeles
	6/7/2022	CSO0000--The Collaborative Charter Services O	20137000832	151.64	Stampli - FY22 April Fees	55--California Pacific Charter - Los Angeles
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370511	927.47	l services in February Re : Labor & Employment	55--California Pacific Charter - Los Angeles
	6/13/2022	MAVE001--Maverick Label	101370514	630.24	Labels for CalPac technology	55--California Pacific Charter - Los Angeles
	6/13/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370513	383.23	Legal services for May	55--California Pacific Charter - Los Angeles
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370508	107.65	Legal for services in February	55--California Pacific Charter - Los Angeles
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370512	16.56	gal services for March Re : Labor & Employment	55--California Pacific Charter - Los Angeles
	6/13/2022	EZIC001--Ezichi Bordner	101370509	11.83	Lunch for meeting	55--California Pacific Charter - Los Angeles
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000836	9,694.28	Service fees for June 2022	55--California Pacific Charter - Los Angeles
	6/14/2022	PRES000--PresenceLearning, Inc.	20137000849	449.54	May 2022 Services	55--California Pacific Charter - Los Angeles
	6/14/2022	EXCEL00--Excel Academy Charter School	20137000843	26.36	June 2022 PB postage meter lease	55--California Pacific Charter - Los Angeles
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000840	78.89	Furniture for tech support	55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000846	53.85	Office supplies	55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000837	32.49	Office supplies	55--California Pacific Charter - Los Angeles
	6/14/2022	TYLE001--Tyler Phipps	20137000848	32.00	Postage for CTE students	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 7/5/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
	6/14/2022	AMAZ000--Amazon	20137000842	22.01		Office supplies 55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000845	21.93		Office supplies 55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000839	18.82		Office supplies 55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000841	9.88		Office supplies 55--California Pacific Charter - Los Angeles
	6/14/2022	AMAZ000--Amazon	20137000844	17.23	Incentives for student: CPC-LA	55--California Pacific Charter - Los Angeles
	6/15/2022	WORL000--Worldwide Express	101370517	113.29	Postage for students and staff	55--California Pacific Charter - Los Angeles
	6/16/2022	RBC001--R&B Communications, Inc.	20137000852	5,134.10	ds and PPC Management for May and June 2022	55--California Pacific Charter - Los Angeles
	6/17/2022	JANE000--Janet E. Kohtz	101370521	300.00	Vision Therapy- R.Rivera CPC-LA	55--California Pacific Charter - Los Angeles
	6/17/2022	SPEC000--Specialized Therapy Services	101370519	212.50	APE Services April	55--California Pacific Charter - Los Angeles
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000853	343.75	DHH Services - CPC-LA	55--California Pacific Charter - Los Angeles
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000854	520.00	OT Services March - CPC-LA	55--California Pacific Charter - Los Angeles
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000859	190.11	Stampli - FY22 May Fees	55--California Pacific Charter - Los Angeles
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000858	286.25	OT & DHH Services April - CPC-LA	55--California Pacific Charter - Los Angeles
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000857	38.90	LEGAL SHIELD MAY 2022 BENEFIT-A.Canosa	55--California Pacific Charter - Los Angeles
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000857	23.95	LEGAL SHIELD MAY 2022 BENEFIT-A.Evans	55--California Pacific Charter - Los Angeles
	6/22/2022	ERIC000--Erickson Law Firm	101370531	305.21	Attorney Fees May 2022	55--California Pacific Charter - Los Angeles
	6/22/2022	ECCI000--ECC Imaging LLC.	101370523	4.73	for the 5/11/2022 to 6/10/2022 overage period	55--California Pacific Charter - Los Angeles
	6/22/2022	ANCH000--Anchor Counseling & Education Soluti	101370530	750.00	BIS Services May CPC-LA	55--California Pacific Charter - Los Angeles
	6/22/2022	EMHS000--EMH Sports USA, Inc.	101370529	340.00	APE Services May J.DeLira	55--California Pacific Charter - Los Angeles
	6/22/2022	WORL000--Worldwide Express	101370527	87.06	Postage	55--California Pacific Charter - Los Angeles
	6/22/2022	PART000--Partners in Special Education	101370522	260.00	OT Services May	55--California Pacific Charter - Los Angeles
	6/23/2022	JASO000--Jason D. McFaul	5336595443	166.67	June 2022 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	6/23/2022	WILL000--William J Howard Jr.	5336595444	166.67	June 2022 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	6/23/2022	TANY001--Tanya Rogers	5336595266	166.67	June 2022 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	6/23/2022	KELL000--Kelly Wylie	5336595265	166.67	June 2022 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	6/23/2022	SHIR000--Shirley Peterson	5336595264	166.67	June 2022 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	6/23/2022	CSO0000--The Collaborative Charter Services O	20137000880	70.98	BWL Legal Invoice #18188	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000874	17.25	Reading materials for Christine Feher	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000871	16.62	Office supplies	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 7/5/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
	6/23/2022	AMAZ000--Amazon	20137000878	16.29	Postage meter ink cartridges	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000875	13.56	Office supplies	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000872	11.72	Office supplies	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000869	5.09	Office supplies	55--California Pacific Charter - Los Angeles
	6/23/2022	CHRI001--Christine Feher	20137000865	48.76	Mileage to conference	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137000865	35.66	Dinner for Directors	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137000865	306.15	Travel for SELPA	55--California Pacific Charter - Los Angeles
	6/23/2022	STAP001--Staples Technology Solutions	20137000867	613.75	Computer for staff- G. Chamberlain	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000877	528.16	Technology accessories for faculty	55--California Pacific Charter - Los Angeles
	6/23/2022	TSWT000--TSW Therapy, Inc.	20137000873	776.25	OT- F.Powell May Services CPC-LA	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000868	67.09	Office supplies	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000879	26.00	Technology accessory for teacher	55--California Pacific Charter - Los Angeles
	6/23/2022	AMAZ000--Amazon	20137000870	20.49	Office supplies for filing	55--California Pacific Charter - Los Angeles
	6/24/2022	CSO0000--The Collaborative Charter Services O	20137000883	38.90	Legal Shield June 2022 - A.Canosa	55--California Pacific Charter - Los Angeles
		CSO0000--The Collaborative Charter Services O	20137000883	23.95	Legal Shield June 2022 - A.Evans	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				64,521.25		

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 7/5/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/1/2022	IRVI000--Irvine Four, LLC		868.81	June 2022 rent	95--California Pacific Charter - Sonoma
	6/6/2022	PAUL000--Paulin Center for the Arts	101370506	633.00	IHS May services: CPC-SO	95--California Pacific Charter - Sonoma
	6/6/2022	ALPH000--Alpha Vision, Inc.	101370505	74.28	CalPac Datto Monthly Backupify G - Suite Cloud	95--California Pacific Charter - Sonoma
	6/6/2022	ECCI000--ECC Imaging LLC.	101370504	1.96	Copier overage fee	95--California Pacific Charter - Sonoma
	6/6/2022	SSCA001--School Services of California	101370502	107.80	Conference for Green and Tanner	95--California Pacific Charter - Sonoma
	6/6/2022	OXFO000--Oxford Consulting Services, Inc.	101370497	258.75	OT Services L.Riggen & J.Yanez CPC-SO	95--California Pacific Charter - Sonoma
	6/6/2022	WORL000--Worldwide Express	101370499	62.81	Postage for staff and students	95--California Pacific Charter - Sonoma
	6/6/2022	SOCI001--Social Thinking	101370501	21.98	SPED curriculum	95--California Pacific Charter - Sonoma
	6/7/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370507	41.16	Legal services rendered from 4/19/22	95--California Pacific Charter - Sonoma
	6/7/2022	CLIF000--Clifton Larson Allen LLP	20137000835	396.17	Progress billing for audit services	95--California Pacific Charter - Sonoma
	6/7/2022	RBC001--R&B Communications, Inc.	20137000834	6,077.37	Marketing Services Installment calpacs.org	95--California Pacific Charter - Sonoma
	6/7/2022	KMED001--KM Educational Consulting and Execu	20137000833	1,029.00	Professional Services - May	95--California Pacific Charter - Sonoma
	6/7/2022	CSO0000--The Collaborative Charter Services O	20137000832	62.81	Stampli - FY22 April Fees	95--California Pacific Charter - Sonoma
	6/13/2022	VEAL001--Veale Outdoor Advertising	101370515	4,100.00	Advertising for CPC-SO	95--California Pacific Charter - Sonoma
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370511	384.16	l services in February Re : Labor & Employment	95--California Pacific Charter - Sonoma
	6/13/2022	MAVE001--Maverick Label	101370514	261.04	Labels for CalPac technology	95--California Pacific Charter - Sonoma
	6/13/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370513	158.73	Legal services for May	95--California Pacific Charter - Sonoma
	6/13/2022	GRAN000--Grant Sherrod	101370516	360.00	IHS music services from May 2022: CPC-SO	95--California Pacific Charter - Sonoma
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370508	44.59	Legal for services in February	95--California Pacific Charter - Sonoma
	6/13/2022	LAKE000--Lakeport Dance Center	101370510	160.00	Dance classes for IHS student: CPC-SO	95--California Pacific Charter - Sonoma
	6/13/2022	PROC000--Procopio, Cory, Hargreaves & Savitcl	101370512	6.86	gal services for March Re : Labor & Employment	95--California Pacific Charter - Sonoma
	6/13/2022	EZIC001--Ezichi Bordner	101370509	4.90	Lunch for meeting	95--California Pacific Charter - Sonoma
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000836	4,015.38	Service fees for June 2022	95--California Pacific Charter - Sonoma
	6/14/2022	PRES000--PresenceLearning, Inc.	20137000849	186.20	May 2022 Services	95--California Pacific Charter - Sonoma
	6/14/2022	EXCEL00--Excel Academy Charter School	20137000843	10.92	June 2022 PB postage meter lease	95--California Pacific Charter - Sonoma
	6/14/2022	CSO0000--The Collaborative Charter Services O	20137000840	32.68	Furniture for tech support	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000846	22.30	Office supplies	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000837	13.46	Office supplies	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 7/5/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/14/2022	TYLE001--Tyler Phipps	20137000848	13.25	Postage for CTE students	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000842	9.12	Office supplies	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000845	9.08	Office supplies	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000839	6.10	Office supplies	95--California Pacific Charter - Sonoma
	6/14/2022	AMAZ000--Amazon	20137000841	4.09	Office supplies	95--California Pacific Charter - Sonoma
	6/15/2022	JEAN001--Jean Buller	101370518	25.00	Lunch for meeting	95--California Pacific Charter - Sonoma
		JEAN001--Jean Buller	101370518	175.62	Mileage for student returns	95--California Pacific Charter - Sonoma
	6/15/2022	WORL000--Worldwide Express	101370517	50.46	Postage for students and staff	95--California Pacific Charter - Sonoma
	6/16/2022	RBC001--R&B Communications, Inc.	20137000852	2,126.55	ts and PPC Management for May and June 2022	95--California Pacific Charter - Sonoma
	6/21/2022	EECS000--Effectual Educational Consulting Serv	20137000853	1,513.75	OT-APE-Nurse Services CPC-SO	95--California Pacific Charter - Sonoma
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000859	78.74	Stampli - FY22 May Fees	95--California Pacific Charter - Sonoma
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000856	54.42	COLONIAL LIFE MAY BENEFIT-K.Johnson	95--California Pacific Charter - Sonoma
	6/21/2022	CSO0000--The Collaborative Charter Services O	20137000857	18.95	LEGAL SHIELD MAY 2022 BENEFIT-K.Johnson	95--California Pacific Charter - Sonoma
	6/22/2022	ERIC000--Erickson Law Firm	101370531	126.42	Attorney Fees May 2022	95--California Pacific Charter - Sonoma
	6/22/2022	ECCI000--ECC Imaging LLC.	101370523	1.96	for the 5/11/2022 to 6/10/2022 overage period	95--California Pacific Charter - Sonoma
	6/22/2022	PART000--Partners in Special Education	101370524	650.00	OT Services May - CPC-SO	95--California Pacific Charter - Sonoma
	6/22/2022	EMHS000--EMH Sports USA, Inc.	101370529	297.50	APE Services May L.Riggen	95--California Pacific Charter - Sonoma
	6/22/2022	WORL000--Worldwide Express	101370527	348.18	Postage	95--California Pacific Charter - Sonoma
	6/22/2022	OXFO000--Oxford Consulting Services, Inc.	101370528	396.75	OT Services - CPC-SO	95--California Pacific Charter - Sonoma
	6/23/2022	JASO000--Jason D. McFaul	5336595443	166.66	June 2022 Board Stipends - JM	95--California Pacific Charter - Sonoma
	6/23/2022	WILL000--William J Howard Jr.	5336595444	166.66	June 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma
	6/23/2022	TANY001--Tanya Rogers	5336595266	166.66	June 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
	6/23/2022	KELL000--Kelly Wylie	5336595265	166.66	June 2022 Board Stipends - KW	95--California Pacific Charter - Sonoma
	6/23/2022	SHIR000--Shirley Peterson	5336595264	166.66	June 2022 Board Stipends - SP	95--California Pacific Charter - Sonoma
	6/23/2022	CSO0000--The Collaborative Charter Services O	20137000880	29.40	BWL Legal Invoice #18188	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000874	7.15	Reading materials for Christine Feher	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000871	6.88	Office supplies	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000878	6.75	Postage meter ink cartridges	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 7/5/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	6/23/2022	AMAZ000--Amazon	20137000875	5.62	Office supplies	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000872	4.85	Office supplies	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000869	2.11	Office supplies	95--California Pacific Charter - Sonoma
	6/23/2022	CHRI001--Christine Feher	20137000865	20.20	Mileage to conference	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000865	1,090.84	Lodging and travel for CPC-SO graduation	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000865	320.82	Meals for CPC-SO graduation	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000865	14.77	Dinner for Directors	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000865	126.81	Travel for SELPA	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000865	109.24	Printing for CPC-SO marketing	95--California Pacific Charter - Sonoma
	6/23/2022	STAP001--Staples Technology Solutions	20137000867	254.22	Computer for staff- G. Chamberlain	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000877	218.77	Technology accessories for faculty	95--California Pacific Charter - Sonoma
	6/23/2022	ERIN000--Erin Rineberg	20137000866	54.21	Mileage to GSD	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137000866	230.11	Graduation expenses	95--California Pacific Charter - Sonoma
	6/23/2022	EECS000--Effectual Educational Consulting Serv	20137000861	172.50	APE Services April - CPC-SO	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000868	27.79	Office supplies	95--California Pacific Charter - Sonoma
	6/23/2022	TSWT000--TSW Therapy, Inc.	20137000876	67.50	OT Services May X.Viramontes - CPC-SO	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000879	10.77	Technology accessory for teacher	95--California Pacific Charter - Sonoma
	6/23/2022	AMAZ000--Amazon	20137000870	8.49	Office supplies for filing	95--California Pacific Charter - Sonoma
	6/24/2022	CSO0000--The Collaborative Charter Services O	20137000882	54.42	Colonial Life June 2022 - K.Johnson	95--California Pacific Charter - Sonoma
	6/24/2022	CSO0000--The Collaborative Charter Services O	20137000883	18.95	Legal Shield June 2022 - K.Johnson	95--California Pacific Charter - Sonoma
Total for CHASE 1781				28,999.53		



JPMORGAN CHASE BANK NA
 PO BOX 15918
 MAIL SUITE DE1-1404
 WILMINGTON DE 19850

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	07/25/2022
AMOUNT DUE	\$16,549.74
CURRENT BALANCE	\$16,549.74

Remit To: JPMORGAN CHASE BANK NA
 P.O. BOX 4475
 CAROL STREAM, IL 60197-4475

AMOUNT
 ENCLOSED \$

CALIFORNIA PACIFIC
 SHANNON GREEN
 4101 BIRCH STREET
 SUITE 150
 NEWPORT BEACH CA 92660-2236

** 0000000

556375790010093701654974016549746

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	06-30-22	PREVIOUS BALANCE	19,876.81
CREDIT LIMIT	50,000	PURCHASES AND OTHER CHARGES	21,325.21
AVAILABLE CREDIT	33,450	CASH ADVANCES	.00
FOR CUSTOMER SERVICE CALL: 1-800-316-6056		CREDITS	4,775.47
FOR TTY/TDD SERVICE CALL: 1-800-955-8060		PAYMENTS	19,876.81-
SEND BILLING INQUIRIES TO: JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121		LATE PAYMENT CHARGES	.00
		CASH ADVANCE FEE	.00
		FINANCE CHARGES	.00
		NEW BALANCE	16,549.74
		TOTAL PAYMENT DUE	16,549.74
		DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
\$19,876.81CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-27	06-27		AUTO PAYMENT DEDUCTION	19,876.81 CR

INDIVIDUAL CARDHOLDER ACTIVITY

ALEXIS MORFIN
5563-7500-4480-5891

CREDITS
\$2,510.65

PURCHASES
\$6,620.13

CASH ADV
\$0.00

TOTAL ACTIVITY
\$4,109.48

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-02	06-01	75418232152148614275931	B&H PHOTO 800-606-6969 800-2215743 NY P.O.S.: B4301686 SALES TAX: 0.00	1,348.84
06-03	06-03	55432862154200098413953	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 161.62	8.00
06-03	06-03	55432862154200098414076	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 161.62	149.00
06-03	06-03	55432862154200098414191	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 161.62	2,125.62
06-03	06-03	55432862154200098596955	APPLE.COM/US 800-676-2775 CA	149.00 CR
06-03	06-03	55432862154200098597078	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 151.82	2,115.82 CR
06-06	06-03	55432862154200249783718	MYFAX SERVICE 866-563-9212 CA	10.00
06-09	06-08	05410192159069999783147	FEDEX OFFICE 00000828 DALLAS TX P.O.S.: 46846986 SALES TAX: 5.42	75.40
06-17	06-16	55417342167281674028610	WATER - COFFEE DELIVER ATLANTA GA P.O.S.: 28167399297 SALES TAX: 0.00	50.87
06-20	06-17	02305372168300317313073	USPS CHANGE OF ADDRESS 800-238-3150 TN P.O.S.: pmgcom351182088 SALES TAX: 0.00	1.10
06-20	06-18	55432862169200851547958	APPLE.COM/US 800-676-2775 CA	399.00
06-20	06-19	55432862170200293004466	MYFAX SERVICE 866-563-9212 CA	20.00
06-20	06-19	55432862170200293005828	MYFAX SERVICE 866-563-9212 CA	10.00
06-20	06-17	82711162169000000277262	SNAP&READ VOLO IL	7.98
06-20	06-17	82711162169000000338973	COWRITER VOLO IL	9.98
06-22	06-21	85544022172980010163973	MEGA MAIDS HUNTINGTON BE CA P.O.S.: 7343540559 SALES TAX: 6.47	90.00
Total Purchasing Activity				\$2,040.97

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-10	06-09	82305092160000014149879	ZOOM.US 888-799-9666 SAN JOSE CA	319.00
Total Activity				\$319.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-09	06-08	82305092159000015090695	LUGG SAN FRANCISCO CA	638.00
06-13	06-10	52704872161083728062343	CORNER BAKERY 0266 9726194150 CA	285.00
06-13	06-09	52704872161708047934448	HOLIDAY INN LONG BEACH 5625974401 CA 12442296 ARRIVAL: 06-08-22	225.10
06-16	06-12	55432862166200087630944	FAIRFIELD INN & SUITES SEBASTOPOL CA M16724 ARRIVAL: 06-12-22	358.58
06-20	06-16	55432862168200713643954	SOUTHWES 5262131831187 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 08-14-22 P.O.S.: SALES TAX: \$0.00 SMF WN Z SNA WN F SMF	192.95
06-20	06-16	55432862168200713643962	SOUTHWES 5262132037776 800-435-9792 TX HESS/HOLLY L DEPART: 08-15-22 P.O.S.: SALES TAX: \$0.00 SMF WN F SNA WN A SMF	167.96
06-20	06-16	85369272168700000500664	PLAYA MESA COSTA MESA CA	127.75
06-22	06-10	55436872172261616423760	CAMBRIA HOTEL SONOMA W 707-5841500 CA 3860610063 ARRIVAL: 06-08-22	245.83 CR
Total Travel Activity				\$1,749.51

CHRISTINE FEHER 5563-7501-9072-1330	CREDITS \$2,264.82	PURCHASES \$14,705.08	CASH ADV \$0.00	TOTAL ACTIVITY \$12,440.26
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-02	06-01	55432862152200563372264	FACEBK *BLEHAF3HN2 FB.ME/ADS CA	15.09
06-02	06-02	55432862153200761171335	APPLE.COM/US 800-676-2775 CA	149.00 CR
06-02	06-02	55432862153200761171400	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 151.82	2,115.82 CR
06-02	06-01	75418232152148614821023	B&H PHOTO 800-606-6969 800-2215743 NY P.O.S.: B4301686 SALES TAX: 0.00	1,348.83
06-03	06-03	15270212154001172995858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-03	06-02	55432862153200001427893	FACEBK *LKWANB3GN2 FB.ME/ADS CA P.O.S.: 4756748234440362 SALES TAX: 0.00	25.00
06-03	06-03	55432862154200098413748	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 151.82	149.00
06-03	06-03	55432862154200098413847	APPLE.COM/US 800-676-2775 CA P.O.S.: 8319057515 SALES TAX: 151.82	2,115.82
06-06	06-05	02682632157910003052133	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M69706175871 SALES TAX: 0.00	500.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-08	06-07	02682632159910003050275	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M91098402784 SALES TAX: 0.00	500.00
06-09	06-08	02682632160910039008443	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M28578016619 SALES TAX: 0.00	500.00
06-13	06-10	55432862161200553791126	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0JrnDjR SALES TAX: 0.00	500.00
06-13	06-11	55432862162200832540004	FACEBK *WCL5LBGN2 FB.ME/ADS CA P.O.S.: 4749176748530846 SALES TAX: 0.00	35.00
06-13	06-13	55432862164200264930853	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0JTZ7e0 SALES TAX: 0.00	500.00
06-13	06-12	55480772163207555400887	ONTIMETEL DIALMYCALLS 8009282086 FL	44.99
06-15	06-15	55432862166200896383685	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0JWDcop SALES TAX: 0.00	500.00
06-16	06-15	75418232166149678002017	MSFT * E0800J5FOH MSBILL.INFO WA P.O.S.: Z51RAE88HSET SALES TAX: 0.00	635.25
06-17	06-16	55432862167200355926957	FACEBK *ECCXJBPGN2 FB.ME/ADS CA P.O.S.: 4744998775615313 SALES TAX: 0.00	21.27
06-20	06-17	55432862168200757838247	MAILCHIMP *MISC MAILCHIMP.COM GA	19.55
06-22	06-22	15270212172003580695854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-23	06-23	15270212174000654945858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-24	06-24	15270212175000796845858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-27	06-26	02682632178910012010317	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M58205993329 SALES TAX: 0.00	500.00
06-27	06-25	15270212176001935385854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-27	06-24	55432862175200869669184	FACEBK *5G7SYAXGN2 FB.ME/ADS CA P.O.S.: 4681521418629718 SALES TAX: 0.00	50.00
06-27	06-24	85383902175000008410643	BARN2 WORDPRESS PLUGIN IVYBRIDGE LND	127.00
06-27	06-24	85383902175000008455671	BARN2 WORDPRESS PLUGIN IVYBRIDGE LND	124.50
06-28	06-28	15270212179000493145855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
06-30	06-30	55432862181200628565428	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0KginVo SALES TAX: 0.00	500.00
Total Purchasing Activity				\$9,446.48

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-27	06-24	55432862175200951399898	RINGCENTRAL INC. 888-898-4591 CA P.O.S.: 5271659002 SALES TAX: 0.62	22.69
06-27	06-26	55432862177200577763954	RINGCENTRAL INC. 888-898-4591 CA P.O.S.: 5288308002 SALES TAX: 69.19	2,433.93
Total Activity				\$2,456.62

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-20	06-17	52704872168634001183447	AMERICAN 0012435911811 8004337300 TX NWABAH/EZICHI DEPART: 08-14-22 P.O.S.: SALES TAX: \$0.00 DFW AA N SNA AA Q DFW	524.21
Total Travel Activity				\$524.21

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-16	06-15	82711162166000014526350	ULTIMATE SLP FARMINGTON CT	12.95
Total Miscellaneous Activity				\$12.95

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 8/1/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/5/2022	IRVI000--Irvine Four, LLC		2,109.52	July 2022 rent	55--California Pacific Charter - Los Angeles
	7/7/2022	ANNI000--Annie Canosa	101370532	571.21	CANOSA, ANNIE - Manual Paycheck	55--California Pacific Charter - Los Angeles
	7/8/2022	DELA000--De Lage Landen Financial Services In	101370533	160.40	Printer lease for June 2022	55--California Pacific Charter - Los Angeles
	7/11/2022	BERK000--Berkshire Hathaway	101370551	3,841.61	's Comp Downpayment for 7/1/22-7/1/23 Policy	55--California Pacific Charter - Los Angeles
	7/11/2022	VICT000--Victoria Law	101370552	42.59	Course reimbursement	55--California Pacific Charter - Los Angeles
	7/11/2022	OXFO000--Oxford Consulting Services, Inc.	101370540	3,849.96	PT, SAI, OT MAY 2022 CPC-LA	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	101370540	1,446.99	PT, SAI, OT MAY 2022 CPC-LA	55--California Pacific Charter - Los Angeles
	7/11/2022	BRAP000--BrainPOP LLC	101370548	1,546.66	Contract for online curriculum 22/23 SY	55--California Pacific Charter - Los Angeles
	7/11/2022	WORL000--Worldwide Express	101370549	276.38	CPC-LA Postage	55--California Pacific Charter - Los Angeles
	7/11/2022	DELA000--De Lage Landen Financial Services In	101370550	168.88	Printer lease/insurance- July 2022	55--California Pacific Charter - Los Angeles
	7/11/2022	WORL000--Worldwide Express	101370542	103.12	CPC-LA Postage	55--California Pacific Charter - Los Angeles
	7/11/2022	MYST000--Mystery Science, Inc.	101370547	380.24	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/11/2022	3PLE000--3P Learning Inc.	101370544	268.17	Contract for Mathseeds Subscription 22/23 SY	55--California Pacific Charter - Los Angeles
	7/11/2022	GALL001--Gallagher Pediatric Therapy	101370535	168.00	OT & PT 21-22 SY	55--California Pacific Charter - Los Angeles
	7/11/2022	1STD000--1st Day School Supplies, LLC	101370541	12,916.81	Supply boxes for the 22/23 SY	55--California Pacific Charter - Los Angeles
	7/11/2022	EECS000--Effectual Educational Consulting Serv	20137000884	4,003.75	THERAPY SERVICES 21-22 SY CPC-LA	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Serv	20137000884	467.50	Assessment CPC-LA	55--California Pacific Charter - Los Angeles
	7/11/2022	EXCEL00--Excel Academy Charter School	20137000885	26.09	: Inv # 399088638 (04.15.22-05.05.22 A.GINN	55--California Pacific Charter - Los Angeles
	7/11/2022	SPEC000--Specialized Therapy Services	101370543	382.50	APE 425 VIRTUAL CPC-LA	55--California Pacific Charter - Los Angeles
	7/12/2022	EVER000--Evergreen Educational Group	101370554	2,379.50	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/12/2022	PADL001--Padlet	20137000887	713.85	Subscription for Online Curriculum 22/23 SY	55--California Pacific Charter - Los Angeles
	7/12/2022	JILLT001--Jill Tanner	20137000888	41.93	Mileage reimbursement	55--California Pacific Charter - Los Angeles
	7/12/2022	KMED001--KM Educational Consulting and Execu	20137000886	2,032.39	Professional Services - June	55--California Pacific Charter - Los Angeles
	7/13/2022	ACCE001--Accelerate Education Incorporated	20137000900	64,258.39	act for 22/23 SY Workbooks and Online Courses	55--California Pacific Charter - Los Angeles
	7/13/2022	EXCEL00--Excel Academy Charter School	20137000899	2,081.37	Inv # 401958009 (05.05.22-06.05.22 C.FEHER	55--California Pacific Charter - Los Angeles
	7/13/2022	CARE001--Care Solace	20137000898	4,996.95	Contract for 22/23 SY Mental Health Services	55--California Pacific Charter - Los Angeles
	7/13/2022	CLIF000--Clifton Larson Allen LLP	20137000895	2,583.67	June Audit services	55--California Pacific Charter - Los Angeles
	7/13/2022	CENG000--Cengage Learning Inc.	20137000894	2,226.03	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/13/2022	ENGA000--Engage Systems LLC	20137000896	1,308.73	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 8/1/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000892	495.53	July 2022 insurance	55--California Pacific Charter - Los Angeles
	7/13/2022	CENG000--Cengage Learning Inc.	20137000893	23.80	Subscription for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/13/2022	EDME000--Edmentum	20137000891	8,199.76	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000889	2,581.64	Insurance 22-23 SY 1st of 5 installments	55--California Pacific Charter - Los Angeles
	7/13/2022	NEPR000--Nepris, Inc.	20137000890	1,903.60	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/15/2022	WORL000--Worldwide Express	101370557	179.09	CPC-LA shipping	55--California Pacific Charter - Los Angeles
	7/15/2022	ASSO000--Association of California School Admi	101370556	327.90	ference for Christine - Leadership Summit 2022	55--California Pacific Charter - Los Angeles
	7/15/2022	GENE000--Generation Genius, Inc.	101370555	854.24	License for educational streaming 22/23 SY	55--California Pacific Charter - Los Angeles
	7/18/2022	CORR001--Corrie Amador	20137000901	49.21	Livescan/DOJ fee	55--California Pacific Charter - Los Angeles
	7/19/2022	TURN000--Turnitin LLC	20137000902	1,461.01	Contract for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/20/2022	ARTI001--Art In Action	101370559	394.05	Art subscription for 22/23 SY	55--California Pacific Charter - Los Angeles
	7/20/2022	WORL000--Worldwide Express	101370558	68.52	21/22 charge for CPC-LA	55--California Pacific Charter - Los Angeles
	7/21/2022	GOGU000--GoGuardian	20137000903	6,476.05	Contract for 22/23 SY Educational Technology	55--California Pacific Charter - Los Angeles
	7/21/2022	CHRI001--Christine Feher	20137000904	6.53	Website Meeting	55--California Pacific Charter - Los Angeles
	7/22/2022	JASO000--Jason D. McFaul	5340853722	166.67	July 2022 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	7/22/2022	WILL000--William J Howard Jr.	5340853719	166.67	July 2022 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	7/22/2022	TANY001--Tanya Rogers	5340853254	166.67	July 2022 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	7/22/2022	KELL000--Kelly Wylie	5340853251	166.67	July 2022 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	7/22/2022	SHIR000--Shirley Peterson	5340853253	166.67	July 2022 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	7/25/2022	HANO000--The Hanover Insurance Group	101370567	1,517.17	Fidelity and Crime Policy for 22/23	55--California Pacific Charter - Los Angeles
	7/25/2022	COXB000--Cox Business	101370566	97.89	June 2022 Internet Fees	55--California Pacific Charter - Los Angeles
	7/25/2022	PARS000--Parsec Education	101370561	5,710.80	Contract for 22/23 SY Classroom Data Analytics	55--California Pacific Charter - Los Angeles
	7/25/2022	KAJE000--Kajeet, Inc	101370560	3,835.77	Contract for 22/23 SY Hotspots	55--California Pacific Charter - Los Angeles
	7/26/2022	NWEA001--NWEA	20137000910	4,497.26	Contract for 22/23 SY Assessments	55--California Pacific Charter - Los Angeles
	7/26/2022	NORE001--NoRedInk	20137000911	4,235.51	Subscription for 22/23 SY Online Curriculum	55--California Pacific Charter - Los Angeles
	7/26/2022	NEAR001--Nearpod Inc.	20137000908	2,795.91	Contract for 22/23 SY Online Curriculum	55--California Pacific Charter - Los Angeles
	7/26/2022	RBC001--R&B Communications, Inc.	20137000909	372.88	Google PPC (06/01/2022 - 06/30/2022)	55--California Pacific Charter - Los Angeles
	7/26/2022	SEES000--Seesaw Learning, Inc.	20137000912	285.54	Contract for 22/23 SY Online Curriculum	55--California Pacific Charter - Los Angeles
	7/26/2022	PARE000--ParentSquare Inc.	20137000905	1,998.78	ct for 22/23 SY School-to-home Communication	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 8/1/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
	7/27/2022	WORL000--Worldwide Express	101370568	82.75	Shipping charges for students and staff	55--California Pacific Charter - Los Angeles
		WORL000--Worldwide Express	101370568	41.25	Shipping charges for students and staff	55--California Pacific Charter - Los Angeles
	7/28/2022	ALPH000--Alpha Vision, Inc.	101370569	179.34	onthly Backupify G - Suite Cloud to Cloud Email	55--California Pacific Charter - Los Angeles
	7/29/2022	SCHO000--School Pathways, LLC	20137000917	21,785.94	Annual Subscription for the 22/23 SY for CPC-LA	55--California Pacific Charter - Los Angeles
	7/29/2022	PART000--Partners in Special Education	101370572	156.25	Nurse Svc's CPC-LA	55--California Pacific Charter - Los Angeles
	7/29/2022	ALLS001--All Systems Go!	101370570	1,189.75	Paid Media Management Trial	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				187,990.26		

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 8/1/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/5/2022	IRVI000--Irvine Four, LLC		614.37	July 2022 rent	95--California Pacific Charter - Sonoma
	7/7/2022	ANNI000--Annie Canosa	101370532	185.16	CANOSA, ANNIE - Manual Paycheck	95--California Pacific Charter - Sonoma
	7/8/2022	DELA000--De Lage Landen Financial Services In	101370533	66.44	Printer lease for June 2022	95--California Pacific Charter - Sonoma
	7/11/2022	BERK000--Berkshire Hathaway	101370551	1,118.82	s Comp Downpayment for 7/1/22-7/1/23 Policy	95--California Pacific Charter - Sonoma
	7/11/2022	VICT000--Victoria Law	101370552	17.64	Course reimbursement	95--California Pacific Charter - Sonoma
	7/11/2022	BRAP000--BrainPOP LLC	101370548	450.45	Contract for online curriculum 22/23 SY	95--California Pacific Charter - Sonoma
	7/11/2022	WORL000--Worldwide Express	101370549	181.25	CPC-SO Postage	95--California Pacific Charter - Sonoma
	7/11/2022	DELA000--De Lage Landen Financial Services In	101370550	49.19	Printer lease/insurance- July 2022	95--California Pacific Charter - Sonoma
	7/11/2022	WORL000--Worldwide Express	101370542	76.69	CPC-SO Postage	95--California Pacific Charter - Sonoma
	7/11/2022	GALL001--Gallagher Pediatric Therapy	101370537	329.28	OT & PT 21-22 SY	95--California Pacific Charter - Sonoma
	7/11/2022	MYST000--Mystery Science, Inc.	101370547	110.74	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/11/2022	3PLE000--3P Learning Inc.	101370544	78.10	Contract for Mathseeds Subscription 22/23 SY	95--California Pacific Charter - Sonoma
	7/11/2022	1STD000--1st Day School Supplies, LLC	101370541	3,761.86	Supply boxes for the 22/23 SY	95--California Pacific Charter - Sonoma
	7/11/2022	EXCEL00--Excel Academy Charter School	20137000885	400.00	nv # 399088638 (04.15.22-05.05.22 S.SIMKIN	95--California Pacific Charter - Sonoma
		EXCEL00--Excel Academy Charter School	20137000885	30.00	: Inv # 399088638 (04.15.22-05.05.22 V. LAW	95--California Pacific Charter - Sonoma
		EXCEL00--Excel Academy Charter School	20137000885	100.00	nv # 399088638 (04.15.22-05.05.22 M.Bearup	95--California Pacific Charter - Sonoma
	7/12/2022	EVER000--Evergreen Educational Group	101370554	693.00	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/12/2022	GUER000--Guerneville School District - Busines	101370553	27,445.00	Fiscal Oversight fees Q3 & Q4	95--California Pacific Charter - Sonoma
	7/12/2022	PADL001--Padlet	20137000887	207.90	Subscription for Online Curriculum 22/23 SY	95--California Pacific Charter - Sonoma
	7/12/2022	JILLT001--Jill Tanner	20137000888	17.37	Mileage reimbursement	95--California Pacific Charter - Sonoma
	7/12/2022	KMED001--KM Educational Consulting and Execu	20137000886	841.82	Professional Services - June	95--California Pacific Charter - Sonoma
	7/13/2022	ACCE001--Accelerate Education Incorporated	20137000900	18,714.47	act for 22/23 SY Workbooks and Online Courses	95--California Pacific Charter - Sonoma
	7/13/2022	EXCEL00--Excel Academy Charter School	20137000899	60.00	C Inv # 401958009 (05.05.22-06.05.22 V.LAW	95--California Pacific Charter - Sonoma
		EXCEL00--Excel Academy Charter School	20137000899	11,544.53	nv # 401958009 (05.05.22-06.05.22 S.SIMKIN	95--California Pacific Charter - Sonoma
		EXCEL00--Excel Academy Charter School	20137000899	1,300.00	v # 401958009 (05.05.22-06.05.22 M.BEARUP	95--California Pacific Charter - Sonoma
	7/13/2022	CARE001--Care Solace	20137000898	1,455.30	Contract for 22/23 SY Mental Health Services	95--California Pacific Charter - Sonoma
	7/13/2022	CLIF000--Clifton Larson Allen LLP	20137000895	1,070.16	June Audit services	95--California Pacific Charter - Sonoma
	7/13/2022	CENG000--Cengage Learning Inc.	20137000894	648.30	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/13/2022	ENGA000--Engage Systems LLC	20137000896	381.15	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000892	144.32	July 2022 insurance	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 8/1/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/13/2022	CENG000--Cengage Learning Inc.	20137000893	6.93	Subscription for 22/23 SY	95--California Pacific Charter - Sonoma
	7/13/2022	EDME000--Edmentum	20137000891	2,388.08	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000889	751.87	Insurance 22-23 SY 1st of 5 installments	95--California Pacific Charter - Sonoma
	7/13/2022	NEPR000--Nepris, Inc.	20137000890	554.40	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/15/2022	WORL000--Worldwide Express	101370557	152.36	CPC-SO shipping	95--California Pacific Charter - Sonoma
	7/15/2022	ASSO000--Association of California School Admi	101370556	95.50	ference for Christine - Leadership Summit 2022	95--California Pacific Charter - Sonoma
	7/15/2022	GENE000--Generation Genius, Inc.	101370555	248.79	License for educational streaming 22/23 SY	95--California Pacific Charter - Sonoma
	7/18/2022	CORR001--Corrie Amador	20137000901	20.38	Livescan/DOJ fee	95--California Pacific Charter - Sonoma
	7/19/2022	TURN000--Turnitin LLC	20137000902	425.50	Contract for 22/23 SY	95--California Pacific Charter - Sonoma
	7/20/2022	ARTI001--Art In Action	101370559	114.76	Art subscription for 22/23 SY	95--California Pacific Charter - Sonoma
	7/21/2022	GOGU000--GoGuardian	20137000903	1,886.07	Contract for 22/23 SY Educational Technology	95--California Pacific Charter - Sonoma
	7/21/2022	CHRI001--Christine Feher	20137000904	516.00	Marketing for 22/23 reimbursement	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137000904	2.70	Website Meeting	95--California Pacific Charter - Sonoma
	7/22/2022	JASO000--Jason D. McFaul	5340853722	166.66	July 2022 Board Stipends - JM	95--California Pacific Charter - Sonoma
	7/22/2022	WILL000--William J Howard Jr.	5340853719	166.66	July 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma
	7/22/2022	TANY001--Tanya Rogers	5340853254	166.66	July 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
	7/22/2022	KELL000--Kelly Wylie	5340853251	166.66	July 2022 Board Stipends - KW	95--California Pacific Charter - Sonoma
	7/22/2022	SHIR000--Shirley Peterson	5340853253	166.66	July 2022 Board Stipends - SP	95--California Pacific Charter - Sonoma
	7/25/2022	HANO000--The Hanover Insurance Group	101370567	441.86	Fidelity and Crime Policy for 22/23	95--California Pacific Charter - Sonoma
	7/25/2022	COXB000--Cox Business	101370566	40.54	June 2022 Internet Fees	95--California Pacific Charter - Sonoma
	7/25/2022	PARS000--Parsec Education	101370561	1,663.20	Contract for 22/23 SY Classroom Data Analytics	95--California Pacific Charter - Sonoma
	7/25/2022	KAJE000--Kajeet, Inc	101370560	1,117.12	Contract for 22/23 SY Hotspots	95--California Pacific Charter - Sonoma
	7/25/2022	OXFO000--Oxford Consulting Services, Inc.	101370562	60.37	OT	95--California Pacific Charter - Sonoma
		OXFO000--Oxford Consulting Services, Inc.	101370562	550.00	Speech Eval	95--California Pacific Charter - Sonoma
	7/26/2022	NWEA001--NWEA	20137000910	1,309.77	Contract for 22/23 SY Assessments	95--California Pacific Charter - Sonoma
	7/26/2022	NORE001--NoRedInk	20137000911	1,233.54	Subscription for 22/23 SY Online Curriculum	95--California Pacific Charter - Sonoma
	7/26/2022	NEAR001--Nearpod Inc.	20137000908	814.28	Contract for 22/23 SY Online Curriculum	95--California Pacific Charter - Sonoma
	7/26/2022	RBC001--R&B Communications, Inc.	20137000909	154.45	Google PPC (06/01/2022 - 06/30/2022)	95--California Pacific Charter - Sonoma
	7/26/2022	SEES000--Seesaw Learning, Inc.	20137000912	83.16	Contract for 22/23 SY Online Curriculum	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 8/1/2022
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/26/2022	PARE000--ParentSquare Inc.	20137000905	582.12	ct for 22/23 SY School-to-home Communication	95--California Pacific Charter - Sonoma
	7/26/2022	SCHO000--School Pathways, LLC	20137000906	8.63	Subscription fees true up for 21/22 SY	95--California Pacific Charter - Sonoma
	7/28/2022	ALPH000--Alpha Vision, Inc.	101370569	74.28	onthly Backupify G - Suite Cloud to Cloud Email	95--California Pacific Charter - Sonoma
	7/29/2022	SCHO000--School Pathways, LLC	20137000916	10,694.93	nnual Subscription for the 22/23 SY for CPC-SO	95--California Pacific Charter - Sonoma
	7/29/2022	ALLS001--All Systems Go!	101370570	346.50	Paid Media Management Trial	95--California Pacific Charter - Sonoma
	7/29/2022	EECS000--Effectual Educational Consulting Serv	20137000914	920.00	ESY and Comp Ed 21-22 CPC-SO	95--California Pacific Charter - Sonoma
	7/29/2022	EECS000--Effectual Educational Consulting Serv	20137000913	431.25	Adaptive PE Svcs CPC-SO	95--California Pacific Charter - Sonoma
	7/29/2022	INFI001--Infinity Kids	101370573	220.00	PT-L.RIGGEN CPC-SO	95--California Pacific Charter - Sonoma
Total for CHASE 1781				100,835.95		

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 8/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/5/2022	CALI003--CALIFORNIA CHOICE		44,603.66	July 2022 Medical Premiums	44--California Pacific Charter - San Diego
	7/5/2022	IRVI000--Irvine Four, LLC		1,708.80	July 2022 rent	44--California Pacific Charter - San Diego
	7/7/2022	ANNI000--Annie Canosa	101370532	400.15	CANOSA, ANNIE - Manual Paycheck	44--California Pacific Charter - San Diego
	7/8/2022	DELA000--De Lage Landen Financial Services Inc	101370533	112.13	Printer lease for June 2022	44--California Pacific Charter - San Diego
	7/8/2022	ROSA001--Rosann Sosa	101370534	238.00	Refund for Grad Nite tickets	44--California Pacific Charter - San Diego
	7/8/2022	ROSA001--Rosann Sosa	Voided - 101370453	-238.00	Refund for Grad Nite tickets	44--California Pacific Charter - San Diego
	7/11/2022	BERK000--Berkshire Hathaway	101370551	3,111.87	rs Comp Downpayment for 7/1/22-7/1/23 Policy	44--California Pacific Charter - San Diego
	7/11/2022	VICT000--Victoria Law	101370552	29.77	Course reimbursement	44--California Pacific Charter - San Diego
	7/11/2022	BRAP000--BrainPOP LLC	101370548	1,252.86	Contract for online curriculum 22/23 SY	44--California Pacific Charter - San Diego
	7/11/2022	WORL000--Worldwide Express	101370549	332.82	CPC-SD Postage	44--California Pacific Charter - San Diego
	7/11/2022	DELA000--De Lage Landen Financial Services Inc	101370550	136.80	Printer lease/insurance- July 2022	44--California Pacific Charter - San Diego
	7/11/2022	WORL000--Worldwide Express	101370542	149.20	CPC-SD Postage	44--California Pacific Charter - San Diego
	7/11/2022	GALL001--Gallagher Pediatric Therapy	101370536	266.28	OT & PT 21-22 SY	44--California Pacific Charter - San Diego
	7/11/2022	MYST000--Mystery Science, Inc.	101370547	308.02	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/11/2022	3PLE000--3P Learning Inc.	101370544	217.23	Contract for Mathseeds Subscription 22/23 SY	44--California Pacific Charter - San Diego
	7/11/2022	1STD000--1st Day School Supplies, LLC	101370541	10,463.18	Supply boxes for the 22/23 SY	44--California Pacific Charter - San Diego
	7/11/2022	EXCEL00--Excel Academy Charter School	20137000885	23.39	399088638 (04.15.22-05.05.22 G.Chamberlain	44--California Pacific Charter - San Diego
	7/11/2022	SPEC000--Specialized Therapy Services	101370539	551.25	APE & OT CPC-SD	44--California Pacific Charter - San Diego
	7/11/2022	GALL001--Gallagher Pediatric Therapy	101370538	336.84	OT & PT 21-22 SY	44--California Pacific Charter - San Diego
	7/12/2022	EVER000--Evergreen Educational Group	101370554	1,927.50	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/12/2022	PADL001--Padlet	20137000887	578.25	Subscription for Online Curriculum 22/23 SY	44--California Pacific Charter - San Diego
	7/12/2022	JILLT001--Jill Tanner	20137000888	29.30	Mileage reimbursement	44--California Pacific Charter - San Diego
	7/12/2022	KMED001--KM Educational Consulting and Execu	20137000886	1,420.79	Professional Services - June	44--California Pacific Charter - San Diego
	7/13/2022	ACCE001--Accelerate Education Incorporated	20137000900	52,052.14	act for 22/23 SY Workbooks and Online Courses	44--California Pacific Charter - San Diego
	7/13/2022	CARE001--Care Solace	20137000898	4,047.75	Contract for 22/23 SY Mental Health Services	44--California Pacific Charter - San Diego
	7/13/2022	CLIF000--Clifton Larson Allen LLP	20137000895	1,806.17	June Audit services	44--California Pacific Charter - San Diego
	7/13/2022	CENG000--Cengage Learning Inc.	20137000894	1,803.19	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/13/2022	ENGA000--Engage Systems LLC	20137000896	1,060.12	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000892	401.40	July 2022 insurance	44--California Pacific Charter - San Diego
	7/13/2022	EXCEL00--Excel Academy Charter School	20137000897	558.89	CYC Required Minimum Funding - FY22	44--California Pacific Charter - San Diego
	7/13/2022	CENG000--Cengage Learning Inc.	20137000893	19.27	Subscription for 22/23 SY	44--California Pacific Charter - San Diego
	7/13/2022	EDME000--Edmentum	20137000891	6,642.16	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/13/2022	PHIL000--Philadelphia Insurance Companies	20137000889	2,091.24	Insurance 22-23 SY 1st of 5 installments	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 8/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/5/2022	CALI003--CALIFORNIA CHOICE		44,603.66	July 2022 Medical Premiums	44--California Pacific Charter - San Diego
	7/5/2022	IRVI000--Irvine Four, LLC		1,708.80	July 2022 rent	44--California Pacific Charter - San Diego
	7/7/2022	ANNI000--Annie Canosa	101370532	400.15	CANOSA, ANNIE - Manual Paycheck	44--California Pacific Charter - San Diego
	7/13/2022	NEPR000--Nepris, Inc.	20137000890	1,542.00	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/15/2022	WORL000--Worldwide Express	101370557	110.29	CPC-SD shipping	44--California Pacific Charter - San Diego
	7/15/2022	ASSO000--Association of California School Admi	101370556	265.60	ference for Christine - Leadership Summit 2022	44--California Pacific Charter - San Diego
	7/15/2022	GENE000--Generation Genius, Inc.	101370555	691.97	License for educational streaming 22/23 SY	44--California Pacific Charter - San Diego
	7/18/2022	CORR001--Corrie Amador	20137000901	34.41	Livescan/DOJ fee	44--California Pacific Charter - San Diego
	7/19/2022	TURN000--Turnitin LLC	20137000902	1,183.49	Contract for 22/23 SY	44--California Pacific Charter - San Diego
	7/20/2022	ARTI001--Art In Action	101370559	319.19	Art subscription for 22/23 SY	44--California Pacific Charter - San Diego
	7/20/2022	WORL000--Worldwide Express	101370558	81.58	21/22 charge for CPC-SD	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	101370558	24.43	22/23 charge- CPC-SD	44--California Pacific Charter - San Diego
	7/21/2022	GOGU000--GoGuardian	20137000903	5,245.88	Contract for 22/23 SY Educational Technology	44--California Pacific Charter - San Diego
	7/21/2022	CHRI001--Christine Feher	20137000904	4.57	Website Meeting	44--California Pacific Charter - San Diego
	7/22/2022	JASO000--Jason D. McFaul	5340853722	166.67	July 2022 Board Stipends - JM	44--California Pacific Charter - San Diego
	7/22/2022	WILL000--William J Howard Jr.	5340853719	166.67	July 2022 Board Stipends - WH	44--California Pacific Charter - San Diego
	7/22/2022	TANY001--Tanya Rogers	5340853254	166.67	July 2022 Board Stipends - TR	44--California Pacific Charter - San Diego
	7/22/2022	KELL000--Kelly Wylie	5340853251	166.67	July 2022 Board Stipends - KW	44--California Pacific Charter - San Diego
	7/22/2022	SHIR000--Shirley Peterson	5340853253	166.67	July 2022 Board Stipends - SP	44--California Pacific Charter - San Diego
	7/25/2022	HANO000--The Hanover Insurance Group	101370567	1,228.97	Fidelity and Crime Policy for 22/23	44--California Pacific Charter - San Diego
	7/25/2022	CAWE000--CAWEE	101370564	750.00	Conference for D. Carbonetta and D. Nishikawa	44--California Pacific Charter - San Diego
	7/25/2022	COXB000--Cox Business	101370566	68.43	June 2022 Internet Fees	44--California Pacific Charter - San Diego
	7/25/2022	PARS000--Parsec Education	101370561	4,626.00	Contract for 22/23 SY Classroom Data Analytics	44--California Pacific Charter - San Diego
	7/25/2022	KAJE000--Kajeet, Inc	101370560	3,107.15	Contract for 22/23 SY Hotspots	44--California Pacific Charter - San Diego
	7/26/2022	NWEA001--NWEA	20137000910	3,642.97	Contract for 22/23 SY Assessments	44--California Pacific Charter - San Diego
	7/26/2022	NORE001--NoRedInk	20137000911	3,430.95	Subscription for 22/23 SY Online Curriculum	44--California Pacific Charter - San Diego
	7/26/2022	NEAR001--Nearpod Inc.	20137000908	2,264.81	Contract for 22/23 SY Online Curriculum	44--California Pacific Charter - San Diego
	7/26/2022	RBC001--R&B Communications, Inc.	20137000909	260.67	Google PPC (06/01/2022 - 06/30/2022)	44--California Pacific Charter - San Diego
	7/26/2022	SEES000--Seesaw Learning, Inc.	20137000912	231.30	Contract for 22/23 SY Online Curriculum	44--California Pacific Charter - San Diego
	7/26/2022	PARE000--ParentSquare Inc.	20137000905	1,619.10	ict for 22/23 SY School-to-home Communication	44--California Pacific Charter - San Diego
	7/26/2022	SCHO000--School Pathways, LLC	20137000907	140.76	Subscription fees true up for 21/22 SY	44--California Pacific Charter - San Diego
	7/27/2022	WORL000--Worldwide Express	101370568	86.60	Shipping charges for students and staff	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	101370568	34.36	Shipping charges for students and staff	44--California Pacific Charter - San Diego
	7/28/2022	ALPH000--Alpha Vision, Inc.	101370569	125.38	Monthly Backupify G - Suite Cloud to Cloud Email	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 8/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	7/5/2022	CALI003--CALIFORNIA CHOICE		44,603.66	July 2022 Medical Premiums	44--California Pacific Charter - San Diego
	7/5/2022	IRVI000--Irvine Four, LLC		1,708.80	July 2022 rent	44--California Pacific Charter - San Diego
	7/7/2022	ANNI000--Annie Canosa	101370532	400.15	CANOSA, ANNIE - Manual Paycheck	44--California Pacific Charter - San Diego
	7/29/2022	SCHO000--School Pathways, LLC	20137000915	17,790.69	Subscription for the 22/23 SY for CPC-SD	44--California Pacific Charter - San Diego
	7/29/2022	ALLS001--All Systems Go!	101370570	963.75	Paid Media Management Trial	44--California Pacific Charter - San Diego
	7/29/2022	PART000--Partners in Special Education	101370571	312.50	Nurse Svcs - CPC-SD	44--California Pacific Charter - San Diego
Total for CHASE 1781				189,463.57		



JPMORGAN CHASE BANK NA
 PO BOX 15918
 MAIL SUITE DE1-1404
 WILMINGTON DE 19850

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	08/23/2022
AMOUNT DUE	\$17,103.42
CURRENT BALANCE	\$17,103.42

Remit To: JPMORGAN CHASE BANK NA
 P.O. BOX 4475
 CAROL STREAM, IL 60197-4475

AMOUNT ENCLOSED \$

CALIFORNIA PACIFIC
 SHANNON GREEN
 4101 BIRCH STREET
 SUITE 150
 NEWPORT BEACH CA 92660-2236

** 0000000

556375790010093701710342017103420

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 07-29-22
 CREDIT LIMIT 50,000
 AVAILABLE CREDIT 32,897

FOR CUSTOMER SERVICE CALL:
 1-800-316-6056
 FOR TTY/TDD SERVICE CALL:
 1-800-955-8060

SEND BILLING INQUIRIES TO:
 JPMORGAN CHASE BANK NA
 COMMERCIAL CARD SOLUTIONS
 P.O. BOX 2015
 MAIL SUITE IL1-6225
 ELGIN, IL 60121

PREVIOUS BALANCE	16,549.74
PURCHASES AND OTHER CHARGES	17,143.42
CASH ADVANCES	.00
CREDITS	40.00
PAYMENTS	16,549.74-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	17,103.42
TOTAL PAYMENT DUE	17,103.42
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC 5563-7579-0010-0937	TOTAL COMMERCIAL ACTIVITY \$16,549.74CR			
ACCOUNTING CODE:				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-25	07-25		AUTO PAYMENT DEDUCTION	16,549.74 CR

INDIVIDUAL CARDHOLDER ACTIVITY

ALEXIS MORFIN 5563-7500-4480-5891	CREDITS \$40.00	PURCHASES \$7,142.20	CASH ADV \$0.00	TOTAL ACTIVITY \$7,102.20
ACCOUNTING CODE:				

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-11	07-09	5270487219070066658031	ADOBE 4085366000 CA P.O.S.: AD01030606310CUS SALES TAX: 0.00	179.88
07-11	07-08	82711162189000017521906	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-11	07-08	82711162189000017552877	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-11	07-08	82711162189000017588822	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-11	07-08	82711162189000017612184	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-11	07-08	82711162189000017678706	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-12	07-11	82711162193000003985473	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00 CR
07-15	07-14	55417342195271957285645	WATER - COFFEE DELIVER ATLANTA GA P.O.S.: 27195725277 SALES TAX: 0.00	61.36
07-18	07-17	82711162199000000171584	SNAP&READ VOLO IL	3.99
07-18	07-17	82711162199000000243060	COWRITER VOLO IL	4.99
07-19	07-18	55436872199171991208133	CALIFORNIA STATE UNIVE 562-9514596 CA P.O.S.: 342816 SALES TAX: 0.00	205.00
07-19	07-18	82711162199000009858488	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-19	07-18	82711162199000009961894	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-19	07-18	82711162199000012376155	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-20	07-19	55432862200200947572359	MYFAX SERVICE 866-563-9212 CA	12.00
07-20	07-19	55432862200200949658685	MYFAX SERVICE 866-563-9212 CA	25.00
07-20	07-19	82711162200000011047440	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-20	07-19	85544022200980010163946	MEGA MAIDS HUNTINGTON BE CA P.O.S.: 7421906143 SALES TAX: 6.47	90.00
07-21	07-19	05410192201069637685132	FEDEX OFFICE 800000836 PLANO TX P.O.S.: 46420220719000370 SALES TAX: 63.60	884.20
07-22	07-20	05410192202069741746225	FEDEX OFFICE 800000836 PLANO TX P.O.S.: 10020220720000480 SALES TAX: 2.71	37.70
07-25	07-22	82711162203000011723989	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-25	07-22	82711162203000013035283	YOUNG, MINNEY & CORR SACRAMENTO CA	40.00
07-26	07-25	82305092206000012783378	SP DIANE ALBER GILBERT AZ	208.41
07-26	07-25	82305092206000012945662	SP DIANE ALBER GILBERT AZ	207.39
07-26	07-25	82305092206000012993753	SP DIANE ALBER GILBERT AZ	207.39
Total Purchasing Activity				\$2,527.31

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-11	07-09	82305092190000014051343	ZOOM.US 888-799-9666 SAN JOSE CA	326.00
Total Activity				\$326.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-25	07-22	55436872204172048210596	EMBASSY HOTELS GARDEN GROVE CA 1231762 ARRIVAL: 07-22-22	1,500.00
07-27	07-25	55436872207172072757105	EMBASSY HOTELS GARDEN GROVE CA 1231762 ARRIVAL: 07-25-22	1,500.00
07-29	07-27	55310202209036064854163	ALASKA A 0272306485416 8006545669 WA FISCHER/JOHN DEPART: 08-15-22 P.O.S.: SALES TAX: \$0.00 SFO AS S SNA AS S SFO	257.21
07-29	07-27	65180132209051700012790	HILTON CAPE REY CARLS CARLSBAD CA 471539 ARRIVAL: 08-02-22	811.80
Total Travel Activity				\$4,069.01

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-11	07-09	15270212189004431705851	ADOBE INC 8008336687 CA	179.88
Total Miscellaneous Activity				\$179.88

CHRISTINE FEHER 5563-7501-9072-1330	CREDITS \$0.00	PURCHASES \$10,001.22	CASH ADV \$0.00	TOTAL ACTIVITY \$10,001.22
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-04	07-01	02682632183910000319723	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M43846439920 SALES TAX: 0.00	123.23
07-13	07-12	55480772193207555400949	ONTIMETEL DIALMYCALLS 8009282086 FL	44.99
07-18	07-16	15270212197000168987340	MSFT * E0800J8BL MSBILL.INFO WA	643.77
07-18	07-16	55432862197200019966724	FACEBK *UC7WHBXGN2 FB.ME/ADS CA P.O.S.: 4741377275977465 SALES TAX: 0.00	9.38
07-18	07-17	55432862198200406582513	MAILCHIMP *MISC MAILCHIMP.COM GA	17.59

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-20	07-19	02682632201910000071587	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M84918877713 SALES TAX: 0.00	500.00
07-20	07-19	02682632201910039004773	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M46487432898 SALES TAX: 0.00	500.00
07-21	07-20	15270212201002798715855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
07-21	07-20	15270212201003601835856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
07-21	07-20	55432862201200352806960	VMO*VIMEO.COM 646-490-1679 NY P.O.S.: VIM64375111 SALES TAX: 0.00	84.00
07-21	07-20	55432862201200364582765	VMO*VIMEO.COM 646-490-1679 NY P.O.S.: VIM64375509 SALES TAX: 0.00	156.00
07-22	07-21	02682632203910001054085	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M48993503185 SALES TAX: 0.00	500.00
07-22	07-22	15270212203001154465855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
07-22	07-21	55432862202200629817898	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0KJ5UNH SALES TAX: 0.00	500.00
07-22	07-21	55432862202200662718839	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0KJhXpm SALES TAX: 0.00	500.00
07-25	07-22	02682632204910007118636	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M32315521357 SALES TAX: 0.00	500.00
07-27	07-26	02682632208910006056213	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M74696261292 SALES TAX: 0.00	500.00
07-29	07-28	02682632210910003063382	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M64747048469 SALES TAX: 0.00	500.00
Total Purchasing Activity				\$6,578.96

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-08	07-07	55432862188200117681986	RINGCENTRAL INC. 888-898-4591 CA P.O.S.: 5409847002 SALES TAX: 0.69	20.56
07-27	07-26	55432862207200287397188	RINGCENTRAL INC. 888-898-4591 CA P.O.S.: 5457350002 SALES TAX: 70.14	2,492.75
Total Activity				\$2,513.31

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-18	07-14	55310202196036051578721	ALASKA A 0272305157872 8006545669 WA RINEBERG/ERIN DEPART: 08-14-22 P.O.S.: SALES TAX: \$0.00 STS AS H SNA AS N STS	448.00
07-18	07-14	55310202196036051578739	ALASKA A 0272305157873 8006545669 WA JAMIL/CARRIE DEPART: 08-14-22 P.O.S.: SALES TAX: \$0.00 STS AS H SNA AS N STS	448.00
Total Travel Activity				\$896.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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INDIVIDUAL CARDHOLDER ACTIVITY

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-18	07-15	82711162196000016790420	ULTIMATE SLP FARMINGTON CT	12.95
Total Miscellaneous Activity				\$12.95

End of life CB/Laptops for Board Meeting Submit 8/11/22							
Date	Asset Tag	Brand	Model	DEVICE TYPE	ASSET TAG	DEPROVISIONED	NOTES
7/27/22	NA	Dell	Laptop	LAPTOP	NA	Was never enterprised	
7/27/22	NXGHJAA009828071A07600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	NXGHJAA009912133EE7600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	NXGHJAA0098281079B7600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	CKQNF2	Dell	Laptop	LAPTOP	NA	Was never enterprised	
7/27/22	NXGHJAA009913026E87600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	NXGHJAA00991215FB27600	Acer	CB3-532 SERIES	CHROMEBOOK	LA-20210159	YES	
7/27/22	NXGHJAA00983515D207600	Acer	CB3-532 SERIES	CHROMEBOOK	SO-20210081	YES	
7/27/22	NXGHJAA009812204557600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	na	Dell	Laptop	LAPTOP	NA	Was never enterprised	
7/27/22	7VVM53	Dell	Inpiron 3593	laptop	NA	Was never enterprised	
7/27/22	nxg4xaa0028511b1f57611	ACER	CB3-132 SERIES	CHROMEBOOK	SD-20210140	YES	
7/27/22	nxg4xaa002852039677611	ACER	CB3-132 SERIES	CHROMEBOOK	SD-20210133	YES	
7/27/22	nxg4xaa002852039557611	ACER	CB3-132 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	nxg4xaa002852038d27611	ACER	CB3-132 SERIES	CHROMEBOOK	LA-20210150	YES	
7/27/22	5CD8227TBY	HP	CB 11G5 EE	CHROMEBOOK	SD-20210149	YES	
7/27/22	jxz64f2	DELL	INSPIRON 15	laptop	NA	Was never enterprised	
7/27/22	NXGHJAA00992027E9D7600	ACER	CB3-532 SERIES	CHROMEBOOK	SD-20210139	YES	
7/27/22	nxghjaa009912036847600	ACER	CB3-532 SERIES	CHROMEBOOK	LA-20210128	YES	
7/27/22	nxghjaa0099130215b7600	ACER	CB3-532 SERIES	CHROMEBOOK	NA	Was never enterprised	
7/27/22	nxghjaa00991219e537600	ACER	CB3-532 SERIES	CHROMEBOOK	SD-20210128	YES	
7/27/22	nxghjaa009834113a57600	ACER	CB3-532 SERIES	CHROMEBOOK	LA-20210154	YES	
7/27/22	nxghjaa002914075a57600	ACER	CB3-532 SERIES	CHROMEBOOK	SD-20210135	YES	
7/27/22	7306000447	POIN	POIN2	CHROMEBOOK	LA-20210127	YES	
7/27/22	P203NF9Y	LENOVO	S330	CHROMEBOOK	NA	Was never enterprised	
7/27/22	7222000216	POIN	POIN2	CHROMEBOOK	NA	Was never enterprised	
7/27/22	5CD0140JHB	HP	CB 11 G8 EE	CHROMEBOOK	LA-20210133	YES	This device was badly damaged and therefore has to be ewasted.
7/27/22	nxg4xaa0028511b2f77611	ACER	CB3-132 SERIES	CHROMEBOOK	SD-20210120	YES	
7/27/22	nxg4xaa002852039157611	ACER	CB3-132 SERIES	CHROMEBOOK	SD-20210119	YES	
8/1/22	NXGHJAA009912159A87600	Acer	CB3-532 SERIES	CHROMEBOOK	NA	WAS never enterprised	

Coversheet

Consent - Education/Student Services

Section: VII. Consent
Item: B. Consent - Education/Student Services
Purpose:
Submitted by: Christine Feher/Gretchen Chamberlain
Related Material:

California Pacific Charter 2022-2023 English Learner Master Plan.pdf
22-23_CalPac Parent_Student Handbook FINAL FOR APPROVAL.pdf
Title 1 School-Parent_Guardian Compact.pdf

BACKGROUND:

1- The primary purpose of the English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents. This document is reviewed annually and brought forward for Board approval. For 22/23, the Master Plan was revised to update the some staff titles.

2- CALPAC's parent/student handbook serves the key purpose of providing information about the school as well as documenting notice of school rules. It also demonstrates compliance with the various "posting" requirements of state and federal civil rights and education laws. This document is reviewed annually and brought to the Board for approval. For 22/23 the handbook was updated match policy revisions, removed IHS references, updated grade age chart for TK. State testing and English Learner sections were also updated to include Alternate Assessments for students with IEPs and to clarify which students take the ELPAC and when.

3- The Title 1 School- Parent/Guardian Compact is document that is jointly developed with parents/guardians. It outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. It is reviewed annually and brought to the Board for approval. For 22/23 there are no changes.

RECOMMENDATION:

It is recommended the Board approve both the EL Master Plan, Student/Parent handbook and Title 1 Compact for the 2022-23 school year.

Fiscal Impact: None.

MASTER PLAN
for
ENGLISH LEARNERS
California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (August 9, 2022)

Kelly Wylie, President
Dr. Shirley Peterson, Vice President
Tanya Rogers, Clerk
Bill Howard, Member
Jason McFaul, Member

Presented by: Christine Feher, Superintendent

EL Master Plan Committee Members:

Gretchen Chamberlain
Ericka Zemmer
Dr. Vangie Akridge

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Mission and Vision

CalPac's mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community.

California Pacific Charter Schools, in partnership with our community, will:

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Goals and Vision for English Learner Master Plan

Federal case law (*Castañeda vs. Pickard*, 648 F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory, and
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the California Pacific Charter School's English Learner Program is to embrace the Federal case law and support each English learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Home Language Survey

For all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year

nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, s/he will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if s/he will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

Using Initial and Summative Assessment Results

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from California Pacific Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.
- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic

support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

Link to ELD Standards: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

English Language Mainstream Program

English Learners in California Pacific Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of California Pacific Charter School:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology
- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

SDAIE Strategies:

- Front load academic vocabulary
- Visuals and realia
- Manipulatives available
- Activate prior knowledge

- Speak slowly and use repetition
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers, sentence frames)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

English Language Development (ELD) Instruction

English Learners in the California Pacific Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. California Pacific Charter School will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and

content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

(See the Resource Guide to the Foundational Skills at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf.)

Parent Notification of Programs

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Monitoring of Long Term English Learners

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to assure that additional and appropriate learning opportunities are provided in English language development and in reading, writing and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Study Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTELEs.pdf

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
- Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
 - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
 - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.
4. The performance of EL and RFEP students are monitored:
 - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
 - Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In California Pacific Charter School each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards

California Pacific Charter School supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff

members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting

California Pacific Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.

English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress Special Education teachers must schedule an IEP meeting to discuss further interventions.

Staffing Authorizations

Under the management of the Director of Human Resources, California Pacific Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

California Pacific Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels

- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). California Pacific Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

California Pacific Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic

intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication:* Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to “Other statewide/charter assessments” will be checked and “Same as Above” for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student’s IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student’s program should be modified from that of other ELD students in order to meet the student’s unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the “Areas of Need” that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
 - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words “in English.”
 - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

Note: It is best practice to insert the phrase “in English” to emphasize the language component of the goal.

Check the “Linguistically Appropriate” box to indicate the goal is linguistically appropriate to meet the student’s English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student’s ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEF status. Ideally, this should be done as early as possible; as soon as one to two summative test

administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

Parent Advisory Committees

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the California Pacific Charter School:

- Includes parents and community members in the decision-making, planning and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, California Pacific Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the California Pacific Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, California Pacific Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

California Pacific Charter School's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed and reported by California Pacific Charter School leads and Data and Assessment Department. Their reports are then analyzed by the Superintendent and Director of School Operations to produce a set of suggested program modifications which are then shared with the local Board of Directors, teachers, EL coordinators, and EL parents for additional input and approval.

California Pacific Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.



California Pacific Charter Schools

Student/Parent Handbook

Revised August 2022

California Pacific Charter Schools
4101 Birch Street, Ste 150, Newport Beach, CA 92660
www.cal-pacs.org

Dear CalPac Families,

Welcome to California Pacific Charter Schools (CalPac)! We are pleased you have chosen us as your partners in education. Our goal is to provide your family with a personalized and supportive educational experience. CalPac seeks to serve students who benefit from learning that is flexible in pacing and delivery, is individually targeted, and is parent-friendly. As outlined in our mission and vision, we strive to create a culture that promotes individual needs, parent collaboration, and high achievement.

We are looking forward to supporting you and your child in your educational journey and hope this will be a rewarding and memorable year for your family.

Sincerely,

A handwritten signature in black ink, appearing to read "C Feher". The signature is fluid and cursive, with a large initial "C" and a stylized "Feher".

Christine Feher

Superintendent

California Pacific Charter Schools

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General Information

CalPac serves three charter schools. They are:

- California Pacific Charter - Sonoma
- California Pacific Charter - San Diego
- California Pacific Charter - Los Angeles

CalPac Mission Statement

CalPac's mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community.

CalPac Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

CalPac Core Values

CALPAC CARES

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

Student Learning Outcomes (SLOs)

To meet the demands of the 21st century, CalPac graduates will be:

Creative and Complex Thinkers

- Students will propose, evaluate, and use a variety of strategies, tools, and skills to produce solutions.
- Students demonstrate the ability to recognize and analyze problems from multiple perspectives, including real-world situations.
- Students exhibit intellectual courage by advocating for their learning, seeking help when needed, and persevering when challenged.

Effective Communicators

- Students are able to actively engage in a variety of topics through polite and respectful conversation.
- Students exhibit articulate, effective, and persuasive communication orally, visually, and in writing to a diverse range of audiences using a variety of methods.
- Students will engage in cooperative relationships with teachers and peers.
- Students use technology in various forms to communicate and demonstrate knowledge effectively.

Community/Global Participant

- Students are prepared to meet the demands of college or career, demonstrating various skills in seeking employment and/or college admission.
- Students show respect for self and others and celebrate cultural diversity.
- Students will make positive contributions to their community (e.g., register to vote, care for the environment, volunteer).

Empowered and Independent Learners

- Students are self-directed, self-disciplined, self-monitored, and demonstrate self-corrective thinking.
- Students are curious, inquisitive thinkers, dedicated to lifelong learning.
- Students plan and study effectively and efficiently using time management skills.
- Students actively participate in the creation and pursuit of personal, academic, and professional goals.

Charter Authorizers

California Pacific Charter - Los Angeles, authorized by Acton-Agua Dulce Unified School District.

California Pacific Charter- San Diego, authorized by Warner Unified School District

California Pacific Charter - Sonoma, authorized by Guerneville School District

Terminology

The following is a list of commonly used terms:

Master Agreement (MA) - This is an agreement between the school, the teacher, the student, and the parent. It outlines the available coursework, methods of study, available resources, methods of evaluation, learning period meetings, and board policies.

Acknowledgment of Responsibilities (AoR) - This is the acknowledgment of each party's responsibilities including, the school, the teachers, the student, and the parent. It outlines the educational responsibilities of the school, the teachers, the student, and the parent.

Homeroom Teacher (HR) - is a credentialed teacher of record who works with students in grades TK-12 and their families to support them in reaching their educational goals.

Content Teacher- teacher who teaches in a specific subject area, course, or class.

Learning Period (LP) - The instructional days between learning period meeting/the assignment.

WASC Accreditation

CalPac students are enrolled in schools that are fully accredited by the Western Association of Schools and Colleges (WASC).

School accreditation:

- certifies to the public that the school is a trustworthy institution of learning.
- validates the integrity of a school's program and student transcripts.
- fosters improvement of the school's program and operations to support student learning.
- assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.

Additionally, WASC accreditation is important because other schools, colleges and universities, and the military often require applicants to have transcripts from accredited schools.

School Site Council

CalPac believes that active parent and student participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. We welcome parent and student involvement and value open and positive communication.

CalPac has established a School Site Council (SSC) that plays an important role in molding CalPac to be responsive to student and parent needs, and provide the opportunity for continual improvement. The SSC meets regularly and functions to make recommendations and provide feedback to school administration regarding specific areas of school operations. Those areas include:

1. Curriculum/Instruction/Assessment
2. School Program Development
3. Fundraising and Grants
4. School budget, including the LCAP

McKinney Vento Information

If you are in a situation that qualifies you as homeless based on the McKinney Vento definition below and you are interested in receiving information about resources available in your area, please contact the school director. CalPac will adhere to the provisions of 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 per applicable law.

Student Freedom of Speech/Expression

CalPac believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express views and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and the press including, but not limited to:

1. the use of bulletin boards
2. the distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. the right of expression in official school publications. "Official school publications" refers to content produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The program lead/director

or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by California Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the school's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the program lead/director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution

whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as “directory information” under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production
- An annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child's education records without your prior written consent, you must notify the school and "opt-out" of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth
- Dates of attendance (*e.g.*, by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Title IX Notice of Nondiscrimination

CalPac does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the school's non-discrimination policies:

Corrie Amador, Director of Human Resources
100 E San Marcos Blvd, Suite 350
San Marcos, CA 92069
camador@collaborativecso.org
(760) 494-9696

Annual Notice of Uniform Complaint Procedures

CalPac has the primary responsibility for compliance with federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in California Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the school, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

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

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with the Charter School's Human Resources no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the Executive Director under the Uniform Complaint Procedures. A complainant unsatisfied with the decision of the program lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint.

Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Corrie Amador, Director of Human Resources
100 E San Marcos Blvd, Suite 350
San Marcos, CA 92069
camador@collaborativecso.org
(760) 494-9696

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the school administrator or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. § 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for all damages so caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto, unless otherwise directed by the Superintendent as outlined in board approved policy number 5130 - Damaged or Lost Instructional Materials located on the CalPac website. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts.

Alcohol, Tobacco, and Drugs

CalPac does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes, is prohibited on all CalPac property, including any owned or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.

Bullying Policy

CalPac recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority, and the school will not tolerate discrimination, harassment, intimidation, or bullying of any kind.

“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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (*e.g.*, a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication devices.

Bullying that occurs outside of school but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero-tolerance policy on bullying may lead to discipline up to and including suspension and/or expulsion.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen. Code, § 11166.)

Suicide Prevention Policy

Beginning with the 2017-2018 school year, charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others.

Protecting the health and well-being of all students is of the utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this

information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.

2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and require referrals to the appropriate resources for support.

3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.

4. Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline –1.800.273.8255 (TALK),
- The Trevor Lifeline – 1.866.488.7386, The Trevor Project

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

7. For a more detailed review of the school policy, please see our full comprehensive suicide prevention policy.

This policy has been developed and adapted from the "Model School District Policy on Suicide Prevention," which is a resource that outlines comprehensive model policies and best practices for schools to follow to protect the health and safety of all students. This resource was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework.

Student Admissions and Enrollment

Recruitment and admissions policies, procedures and activities comply with state and federal law and are outlined in the individual charter petitions for each school.

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Admission will not be determined according to the place of

residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained qualified credentialed teachers to serve as the teacher of record.

CalPac will be non-sectarian in its programs, admissions policies, employment practices, and all other operations shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in California Education Code Section 220 (or association with an individual who has any of those characteristics).

Student Enrollment

An enrollment application must be completed and signed by the parent/guardian prior to a student being considered for enrollment and placed on our assigning list.

Applications are considered complete when the student and parent/guardian who wishes to enroll has submitted the required application and the required documents for enrollment. To the extent required by applicable law, a complete application includes, but may not be limited to, the following properly submitted documents/information:

- Birth certificate or proof of birthdate – All students
- Immunization record or Non-Classroom Based Waiver – All students
- Proof of Residency - All students
- Proof of Tdap (whooping cough vaccination) – Students entering 7th-12th grades or waiving vaccinations
- Health Exam – TK, Kindergarten and 1st grade students and any student entering the public school system for the first time - or the signed form waiving this requirement
- Oral Health Exam – TK, kindergarten and 1st grade students and any student entering the public school system for the first time- or the signed form waiving this requirement
- Caregiver Authorization Affidavit - Only if person enrolling student is not the parent or legal guardian

All foreign documents, including immunization records, transcripts, and birth certificates must be officially translated prior to submission.

A student and parent/guardian who submits incomplete enrollment applications will be sent notice of what is needed to complete their application. The student and parent/guardian will be expected to update the enrollment information with the requested documents in order for their application to be processed.

Acceptance of a student's enrollment application does not constitute enrollment with CalPac. A student is not considered enrolled until the student, student's parent, legal guardian or caregiver (if the student is less than 18 years of age) have signed the Master Agreement.

Enrollment Requirements

To be considered for enrollment in CalPac, students must live in one of the following counties: Sonoma, Mendocino, Marin, Lake, and Napa, Solano, San Diego, Imperial, Riverside, Orange, San Bernardino, Los Angeles, Kern and Ventura. In accordance with charter law, students may not be concurrently enrolled in this school and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend CalPac.

Before the student can be enrolled in CalPac, specific documentation needs to be signed. These documents include the Master Agreement, the Acknowledgment of Responsibilities, and other school policy forms.

Grade Level Placement

In accordance with California state law, a student's grade level placement will be based on their date of birth. Students will be placed in the appropriate grade by the guidance department using a Grade Level Placement Chart. A student will be eligible for kindergarten enrollment if their birth date is on or before September 1st of the school year they wish to apply.

CalPac follows the standard practice of reciprocity between other districts and states if grade placement is within the appropriate age-range and in correspondence with the current school calendar year. When a child has been legally enrolled in a public school of another district within or out of the state, he or she may be admitted to school and placed in the grade of enrollment in the district of former attendance, at the discretion of the school administration of the district entered. (California Education Code Section 48011)

[CalPac Grade Level Placement Chart](#)

Transitional Kindergarten (TK)/Kinder Placement

Transitional Kindergarten (TK): To be TK eligible, students must turn five between September 2 and February 2 (see grade level chart above for year). Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st. Students with a 5th birthday after February 2, may enter TK on or after their 5th birthday.

Kindergarten: Students must turn five on or before September 1 to enroll in kindergarten (see grade level chart above for year)

[Kindergarten Continuance Form \(English\)](#)

Available Translations of the Kindergarten Continuance Form

Adult Student Enrollment

Effective July 1, 2004, California State Law prohibits the enrollment of any student age 19 years or older who has not been continuously enrolled since their 18th birthday and is making regular progress towards a high school diploma.

Previous Expulsion

Students who wish to apply that are under a current expulsion order from another school or are seeking enrollment immediately after their expulsion term at their previous school, must submit a copy of any expulsion reports from that school and any related documentation with the student enrollment application for review.

For students who seek admission at CalPac within the Acton-Agua Dulce Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel (which shall consist of at least three members who are certificated and neither a teacher of the pupil or a board member of California Pacific Charter - Los Angeles's governing board). This decision will follow a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Administrative Panel following the meeting regarding the determination.

For students who seek admission at California Pacific Charter - San Diego within the Warner Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

For students who seek admission at California Pacific Charter - Los Angeles within the Acton-Agua Dulce Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

For students who seek admission at California Pacific Charter - Sonoma within the Guerneville School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

Enrollment/Application Timeline

Students may apply for admission at any time during the academic year. However, if a student applies for admission at CalPac when the charter school is at capacity, the application will be held until space becomes available following CalPac's [Lottery Policy](#). Please refer specifically to board approved policy 5066 - Lottery Policy on the CalPac website.

Concurrent K-12 Enrollment

In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a), no student may be enrolled in CalPac at the same time they are enrolled at another public or private school. CalPac reserves the right to evaluate whether a program is considered dual enrollment, as outlined in the California Education Code. The only possible exception is enrollment in either a community college or a Regional Occupation Program (ROP). Students who wish to participate in such programs need to have prior approval from CalPac.

Private Schools and Concurrent K-12 Enrollment

California Education Code clearly states that students may not be enrolled at a California Public Charter School and a private school concurrently. Private schools are defined as vendors who are registered by the California Department of Education (CDE) as private schools that charge tuition and teach core classes.

Transitional Kindergarten (TK) and Kindergarten Pre-School Concurrent Enrollment

Transitional Kindergarten (TK) and kindergarten students may be enrolled in CalPac and a two-three day a week preschool concurrently, so long as the criteria (below) are met.

Students enrolled in TK and Kindergarten at CalPac may not use educational funds provided by CalPac to enroll their students in private, after school programs or private preschool programs. However, parents and guardians may opt to pay for private, after school programs or private

preschool programs while their student is enrolled in either TK or Kindergarten at CalPac so long as the parents/guardians:

1. Pay for the private, after school program or preschool program solely using their own funds; and,
2. Complete the coursework required of all students enrolled in TK or Kindergarten at CalPac while their student is actively enrolled in either TK or Kindergarten.

Attendance

Master Agreement

The Master Agreement is a legal contract between CalPac and the student, parent/guardian, supervising teacher, and other responsible persons. The agreement documents the course of study, curriculum, and the time, manner, and frequency of the student's meetings with the faculty. It is updated and signed annually. Each agreement shall be signed and in effect prior to the student's attendance reporting start dates.

Policies

Attending a virtual school can be an exciting educational adventure. However, transferring from a traditional school to an online school can be a big transition for any student. Without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an online program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work each week.

CalPac provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than in a traditional school. However, as a provider of public school education, CalPac must comply with state attendance regulations*. Students of CalPac schools are required to attend and participate in their online courses as they would in any other school setting.

- Students are required to log in and to work in their online courses each school day. **
- Students are required to post in the learning log a brief summary of any work completed on or offline for the day.
- It is the expectation that students complete at least one assignment per day and to complete assignments by their posted due dates.
- If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.

- Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
- Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
- Students must check-in with their teachers every week via phone, text message, online classroom, or email.
- Students are required to attend all state testing in person at a designated location.

Please refer specifically to board approved policy 6115 - Attendance, Support, and Involuntary Removal Policy on the CalPac website for the complete policy and expectations.

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Discussion Board, Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*

***Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).*

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an Individualized Education Plan (IEP), the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies.

Adequate Progress Policy

CalPac is committed to student success. Our program strives to support students in the completion of course work for the purpose of making adequate academic progress toward earning a high school diploma within the established 4-year graduation cohort. Please refer specifically to board approved policy 6055 - Adequate Progress Policy on the CalPac website for the complete policy and expectations.

Academics

Curriculum

CalPac uses Edgenuity curriculum, Accelerate curriculum, and Edmentum curriculum. The curriculum for CalPac is copyright protected, but students may print pages for their educational

use. CalPac reserves the right to revise, add, or delete courses. Full notification of changes will be communicated via email, and all changes will be noted on the CalPac website.

Course Catalog (High School Only)

A complete list of course offerings for high school students can be found on our website at <https://www.cal-pacs.org/academics/courses/>. Courses are subject to change and may not be offered every semester.

Prerequisites (High School Only)

Mastery of a specific body of knowledge is necessary if students are to be successful in their courses. Most commonly, such knowledge is measured by the successful completion of the prerequisite course listed in the course description. "Successful completion" is defined by a grade of "A," "B," "C," "D," or "P" in the prerequisite course. Grades that are not acceptable are "F," "I," or "NG."

How to Clear a Prerequisite

Students enrolling in a course with a prerequisite will be required to do one of the following:

1. Complete the required prerequisite course(s) at CalPac with a satisfactory grade that is a grade of "A," "B," "C," "D," or "P."
2. Submit transcripts – provide grade transcripts from another high school, if appropriate. Such transcripts must demonstrate satisfactory completion of the prerequisite course, that is, completion of the course with a grade of "A," "B," "C," "D," or "P." Students must present transcripts to their School Counselor for a transcript review as soon as possible.

It is at the school's discretion to accept or deny the request to waive the prerequisite course requirement.

Students who submit transcripts for transcript review of a course not taken at CalPac to clear a prerequisite course, may or may not be enrolled in the class dependent upon the outcome of the review. If the review is approved, students will be allowed to enroll in the class. If the review is denied, students will be notified that they will need to choose another course for enrollment.

CalPac Course Policies

Adding a Course

All course enrollment requests must be submitted by a parent/guardian or adult student. Students who want to add a course to their schedules must receive approval for the new enrollment from the assigned School Counselor.

Transfer Between Two Courses

Students requesting a transfer from one course to another must submit a written request (email is acceptable) from a parent/guardian or the adult student to the assigned School Counselor.

This applies even if the transfer is suggested by an instructor or School Counselor. Students may only request a transfer from one course to another during the first ten (10) business days of the course.

Dropping a Course

Students requesting a drop must submit a written request (email is acceptable) from a parent/guardian or adult student to the School Counselor. The School Counselor must approve all drops before processing.

Students have ten (10) school days from when a course is added to change/drop the course without penalty. Once the 10-day grace period has passed, any course dropped will receive the earned letter grade on the student's transcript. Courses added with less than ten (10) school days left in the semester cannot be dropped.

After the drop is processed, the parent/guardian and the student will receive a Master Agreement Addendum to sign, which reflects the course changes. Students who drop all of their courses will be considered withdrawals from the CalPac program.

Credit Recovery Program (High School Only)

Students enrolled in CalPac's Credit Recovery Program will complete the coursework for the 16-20 week courses at their own pace. Students are held to the same rigor and standards as those in traditional courses but have the opportunity to complete the work at a faster pace to recover credits and get on track for graduation. Students must be deficient in credits to enroll in the credit recovery program or receive administrative approval.

Foundations Program (High School Only)

Students enrolled in CalPac's Foundation Program will complete the coursework for the 16-20 week courses at their own pace. Foundation classes are accelerated through prescriptive testing allowing students to complete courses at a much faster pace than in the traditional program. The courses in the Foundations Program are not a-g approved. Students must be deficient in credits to participate. All students and their parent/guardian must meet with a counselor or administrator prior to enrollment and have parent/guardian written approval.

Graduation Requirements

CalPac awards five credits per course per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. Diploma requirements are as follows:

Subject Area	Credits
English	40
Mathematics (to include Algebra I)	20
Life Science	10
Physical Science	10
Visual & Performing Arts/Foreign Language/CTE	10
World History	10
American History	10
American Government	5
Economics	5
Physical Education	20
Elective Units	80
Total Credits	220

A-G Requirements

To be considered for admission to the University of California (UC) or California State University (CSU) systems, students must complete 15 yearlong A-G high school courses with a grade of C or better—at least 11 of them before senior year.

Minimum A-G requirements for UC/CSU admissions can be found here:

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

Courses must be submitted for approval by the UC Office of the President. CalPac uses Edgenuity curriculum, which has been A-G approved as a curriculum provider. CalPac's A-G course lists can be found here:

California Pacific Charter School - Sonoma

<https://hs-articulation.ucop.edu/agcourselist/institution/5422>

California Pacific Charter School - San Diego

<https://hs-articulation.ucop.edu/agcourselist/institution/1893>

California Pacific Charter School - Los Angeles

<https://hs-articulation.ucop.edu/agcourselist/institution/4998>

Requirements can also be satisfied by completing college courses or earning specific scores on SAT, Advanced Placement, or International Baccalaureate exams. Details about examination and coursework that satisfy the A-G requirements can be found here -

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

Grades and Credit

Report Cards

All students in grades TK-12 will receive an official report card with grades and comments on their academic performance for that semester.

Students with questions about grades, averages, or course progress should contact the instructor immediately.

CalPac uses a traditional 4.0 scale in determining Grade Point Average (GPA).

Letter Grade	Percent Grade	4.0 Scale
A+	97-100%	4.0
A	93-96%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D-	63-66%	1.0
D	60-62%	0.7

F	Below 60%	0.0
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CalPac's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.

Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy.

Grade Revision Policy

Grades represent a student's mastery of concepts and skills at a given point in time. There are very few situations in which it is appropriate to change a student's grade retroactively. A change to an existing grade can be made for the following reasons -

- Grade calculation/entry error
- Grade updated based on completion of outstanding coursework (marks of incomplete ["I"] only; this may not be used for credit recovery)

Any correction of a grade must take place within one year of the start date of the course in which the grade was assigned. *Ex. The student receives an "I" for English 1 S1 on Jan 27, 2020, so the grade change must be requested by Jan 27, 2021 – exactly one year from the first day of class.*

Incomplete Grades Policy

An Incomplete ("I") is a temporary grade which may be given at the course teacher's discretion with administrative approval.

The following provisions for Incomplete grades apply:

- Specific understanding/contract with a specified completion date between student and the course teacher of what is expected to pass the class successfully.
- Before the end of the outlined term, the teacher must notify the registrar of the updated grade.
- The student has one term to demonstrate mastery and earn the credit before the grade turns into an "F."
- "I"s must be updated within one year of the start date of the course in which the grade was assigned.

Grade Appeal Policy

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the transcript to determine its accuracy. An

administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised transcript where it is deemed appropriate.

Transfer Credits

Transfer credits are awarded on a case-by-case basis by the registrar's office. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits.

CalPac will award transfer credit for religious coursework. However, for courses that are devotional in nature, a maximum of ten (10) elective credits will be awarded.

If a student is provided a percentage grade upon exiting their previous school, CalPac will award the transfer grade by applying a percentage to the amount of work equivalent to what was completed at the previous school. Students who are provided exiting grades without percentages will be awarded a transfer grade equivalent to the amount of work completed at the previous school in accordance with the following scale:

Any A: 95%	Any D: 65%
Any B: 85%	Any F: 59%
Any C: 75%	
Any D: 65%	

Students who enroll with CalPac after the semester has started are responsible for providing exit grades for their courses from their previous school. Students in grades 6-8 who cannot provide exit grades or have not been in school, will have their courses adjusted based on enrollment date.

Homeschool Credit Transfer

Documentation provided by families for homeschool work completed through grade 8 will be accepted for a student to enroll in grade 9.

To earn high school credit toward graduation, students must supply complete records (depending on state requirements), which may include evidence of attendance, state/national test results, curricula followed, and/or portfolio of work. A core group of school personnel (e.g., administrator, language arts instructor, mathematics instructor, and a Special Education Specialist where appropriate) will review the documentation within five (5) business days of submission and determine the number of credits to be awarded for transfer. The school will accept the grades awarded by the home school for any credit transferred.

Regardless of the number of transfer credits awarded, the student must successfully complete the required number of courses at the school (including all awarded transfer credits) in order to earn a diploma.

Transcripts

Official transcripts should be requested from the registrar's office at least two weeks prior to deadlines. Transcripts and student records will be withheld until all financial obligations (including the return of CalPac computers and/or non-consumable materials) are cleared from a student's account.

Repeated Courses

Students may retake courses to attempt to earn a higher grade for courses where a D or F was earned. If a student retakes a course to attempt to earn a higher grade, only the highest grade received will be counted towards the student's grade point average. However, a record of all classes taken, including the grades received, will remain on the student's transcript, and **the student will receive credit towards graduation for only one of the course attempts.**

Students who fail the "A" section of the courses listed below cannot move on to the "B" section until the "A" section is passed. When students fail the "A" section, they will be switched to a different course or will retake the "A" section of the course the following semester.

- All High School Mathematics Courses
- All CTE courses
- All Foreign Language Courses
- Chemistry and Physics

High School Credit for Middle School Coursework

CalPac provides students in grades 7 and 8 the opportunity to take high school courses in the areas of math and foreign language to satisfy UC A-G requirements; however, **credits earned are NOT counted towards the 220 units required to obtain a high school diploma.**

While CalPac does not award units toward a high school diploma for middle school coursework, math and foreign language units awarded at a previous school towards graduation will be honored. It is important to note that:

- Another school may not accept the units
- **Only A-G mathematics and A-G foreign language courses will be considered for high school credit**

Community College Concurrent Enrollment

Concurrent enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. Concurrent enrollment is also an additional option for high school students to achieve college credit in both the academic and vocational pathways.

Qualified California Pacific Charter School students may obtain high school and college credit for specific courses taken at the community college level provided certain guidelines are followed. Concurrent enrollment is recommended only for students grades 11 and 12 who demonstrate academic readiness (3.0 GPA or higher. 2.5 GPA for college vocational courses). The full concurrent enrollment policy can be found on our website at- <https://www.cal-pacs.org/resources/counseling/>

Students interested in concurrent enrollment should confer with their high school counselor.

Promotion, Retention, and Acceleration

Students grades TK-8 at CalPac will be promoted to the next grade level each year unless determined by the faculty that the student has not met minimum proficiency levels. Minimum proficiency will be determined by a variety of measures, including the student's score on the California Assessment of Student Performance and Progress (CAASPP) Test, the student's grades, or performance on school performance-based assessments. The Parent/Guardian will be informed early in the school year if their student is considered at risk of retention. The Parent/Guardian will need to work with their student's Homeroom Teacher and the school's Student Study Team to ensure that all necessary steps are taken prior to a student's retention. The determination to retain must be agreed upon in writing by both the parent/guardian and school administration. Students will only repeat a grade in the case that there is substantial evidence that the student lacks academic readiness in the areas of math, reading, and language arts. Students may not be held back more than once.

Regardless of credit deficiency, high school students will be promoted to the next grade level each year and allowed to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, CalPac will provide the student with an opportunity to continue their education, as long as they are making adequate progress towards a diploma, per California Ed Code. Please refer specifically to board approved policy 5095 - Grade Retention Policy on the CalPac website.

Students who wish to accelerate may do so with the recommendation of their School Counselors and the approval of a school administrator. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early only if they have met all of the criteria for graduation. Please refer specifically to board approved policy 5060 - Grade Promotion Policy on the CalPac website.

English Learners (EL)

English learners (EL) are targeted for English Language Proficiency Assessments for California (ELPAC) testing when the initial Home Language Survey indicates that their primary home language is a language other than English.

- All potential English Learners are tested within the first 30 days of their first day of school
- CalPac students are in an English Language Mainstream academic program with an EL Support Course, or support from their Education Specialist. The mainstream curriculum is taught and/or supported by Cross-Cultural, Language, and Academic Development (CLAD) certified teachers and includes vocabulary, visual, and thematic based support. English Learners are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.
- All English Learners are tested annually at the end of each year
- Students who meet the minimum qualifications will be reclassified upon receipt of Summative ELPAC results

Criteria for Redesignating English Learners- Reclassified Fluent English Proficient(RFEP)

The following criteria are used in tandem to determine reclassification:

- Minimum ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Opinion and Consultation
- Smarter Balanced and/or Local Assessments

Academic Integrity

CalPac considers academic honesty to be one of its highest values and expects a full commitment to academic integrity from each student. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity across all assignments and assessments.

Academic dishonesty occurs when a student either intentionally or unintentionally cheats, misuses work, produces work or responses that are not the student's own, plagiarizes, or fabricates information.

Plagiarism/Cheating

Students are expected to be the sole authors of their work. The use of another person's work or ideas must be accompanied by specific citations and references.

Citation formats vary among the departments; however, all courses require that students submit original work that is properly cited when applicable. The teacher will dictate which citation format should be used and what the guidelines are for the department.

Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical behavior:

- Plagiarism is using another person's words or ideas without giving proper credit to that person or giving the impression that another person's work is the student's own work.
- Any form of cheating on examinations.
- Falsifying information for any assignments.
- Submitting an assignment that was partially or wholly completed by another person.
- Copying work or written text from another student, the internet, or any document without giving due credit to the source of the information.
- Submitting an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include but is not limited to, providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination, or assignment.

CalPac Disciplinary Action for Plagiarism/Cheating

In the unfortunate event that the honor code is broken or plagiarism is uncovered in any or multiple courses during the student's time at CalPac, steps will be taken to address the infraction(s).

- Please refer specifically to board approved policy number 5050 - Academic Integrity Policy on the CalPac website for a full breakdown of what constitutes academic dishonesty and the corresponding consequences.

School Policies/Procedures/Regulations

School Honor Code

The honor code dictates that students exhibit four key values:

- **Honesty** – I will be honest and forthright in my school work, words, and actions.
- **Fairness** – I will be fair and respectful in my interactions with fellow students, parents, faculty, and school staff.
- **Responsibility** – I will be accountable for my actions and language and accepting of the consequences for both.
- **Integrity** – I will adhere to the honor code.

Harassment and Cyberbullying

CalPac expects all students to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing, or other communication jeopardizing the integrity of CalPac has not been made available to other students.

By accepting the invitation to instant message (IM), you agree that you will use the IM properly for school, will communicate with faculty and students appropriately, and will not partake in cyberbullying or any form of harassment.

In communicating via email or in Live Sessions, you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyberbullying or any form of harassment.

Harassment and cyberbullying of or by students or teachers will not be tolerated in the online environment. Harassment is defined as unwanted conduct based on a protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

Cyberbullying, sometimes called electronic bullying, is defined as the use of electronic communications (i.e., email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or other electronic communication) to bully others. Specifically, this can include threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Harassment and cyberbullying are actions that present situations that interfere with school success and/or create a hostile environment.

Steps for Students to Follow

Students who believe that they are victims of cyberbullying or harassment should follow the steps below:

- Do not respond to the person accused of harassment or cyberbullying.
- Document specific instances of cyberbullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).

- If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation. (See Appendix for form.)
- If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the School Counselor and send the School Counselor the documentation. (See Appendix for form.)
- If the abusive communication is from a staff member, report the situation to the School Administrator.
- If the abusive communication is from the School Administrator, report the situation to the School Counselor who will report it to the Executive Director.

Administrative Action Plan

When a student reports an incident of cyberbullying or harassment to a teacher:

- The teacher will collect and review documentation if abusive communication occurs as part of the coursework.
- The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to the School Administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- The teacher will warn the student about possible expulsion for repeated offenses.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.

When a student reports an incident of cyberbullying or harassment to a School Counselor:

- The School Counselor will collect and receive documentation if the abusive communication occurs in any other school setting (i.e., not as part of a specific class).
- The School Counselor will discuss the incident with the accused student and decide if the incident warrants referral to the School Administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- The teacher will warn the student about possible expulsion for repeated offenses.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.

When a student reports an incident of cyberbullying or harassment by a staff member to the School Administrator or Executive Director, that person will discuss the incident with the accused and will take necessary actions in accordance with the law to address the complaint.

Disciplinary Action for Students Engaging in Harassment or Cyberbullying

Students who are found engaging in harassing or bullying behavior

- may lose points for coursework.
- will have a parent conference scheduled to discuss the matter.
- will receive a warning about possible expulsion for a repeated offense.
- will be candidates for discipline, including suspension or expulsion dependent on the severity or frequency of the offense.

Staff Member Responsibilities for the Harassment or Cyberbullying Policy:

- Teachers or School Counselors collect and review documentation and discuss the incident(s) with the student.
- Teachers or School Counselors record the documentation in the student's electronic file.
- Teachers or School Counselors arrange a parent conference to discuss the matter.
- Teachers or School Counselors warn the student about possible expulsion.

The School Administrator initiates administrative expulsions as described above.

Civility Policy

School personnel, parents/guardians, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require an unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment-free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct include, but is not limited to:

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;

- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Suicide Prevention Policy

Charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others. Protecting the health and well-being of all students is of the utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.
2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline –1.800.273.8255 (TALK),
- The Trevor Lifeline – 1.866.488.7386, The Trevor Project

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

7. Please refer specifically to board approved policy 5020 - Comprehensive Self-Harm and Suicide Prevention policy on the CalPac website for the complete policy.

This policy has been developed and adapted from the " Model School District Policy on Suicide Prevention," which is a resource that outlines comprehensive model policies and best practices for schools to follow to protect the health and safety of all students. This resource was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework.

Acceptable Use Policy

CalPac provides technology resources to its students solely for educational purposes. Through technology, CalPac provides access for students and staff to unlimited resources. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal of providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher. This access brings potential exposure to material that may not hold educational value or might be harmful or disruptive to the student's learning experience.

The purpose of this policy is to ensure that student internet access and use on school-owned devices and school-issued accounts computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

Please refer specifically to board approved policy 5045 - Acceptable Use Policy on the CalPac website for the complete policy and expectations.

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such

behaviors will contact the School Administrator. The School Administrator will investigate the situation and if warranted, will report this to the student's parent/guardian. The School Administrator may refer students to counseling, and if warranted, to law enforcement.

Suspension/Expulsion Procedures

The school reserves the right to suspend or expel students pursuant to the policy and procedures established by the governing board and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur mostly online via one-to-one and collaborative communication tools, or monthly Learning Period (LP) meetings. These participants may also interact from time to time during field trips and proctored testing events. The school has disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to CalPac policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations.
- any lawful penalties or interventions to be imposed as a result.

Academic Integrity, Harassment and cyberbullying, Acceptable Use, and Substance Abuse are discussed in sections above. These are clearly defined, and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

Grounds for Suspension or Expulsion

CalPac's policy for expulsion is guided by California Education Code and is explicitly defined in the charter petition of each school. Grounds for possible suspension and recommendation for expulsion are outlined in [California Ed Code 48900](#).

Suspension/Expulsion Procedures

For CalPac students within the Acton-Agua Dulce Unified School District, the applicable suspension and expulsion policy and procedure are set forth in the terms of the charter between California Pacific Charter - Los Angeles and Acton-Agua Dulce Unified School District. Copies of the charter petition can be found on the website or supplied upon request.

For CalPac students within the Warner Unified School District, the applicable suspension and expulsion policy and procedure are set forth in the terms of the charter between California Pacific Charter School and Warner Unified School District. Copies of the charter petition can be found on the website or supplied upon request.

For CalPac students within the Guerneville School District, the applicable suspension and expulsion policy and procedure are set forth in the terms of the charter between California Pacific Charter School and Guerneville Unified School District. Copies of the charter petition can be found on the website or supplied upon request.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

For students who seek admission at CalPac within the Acton-Agua Dulce Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel (which shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of California Pacific Charter - Los Angeles' governing board). This decision will follow a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination.

For students who seek admission at CalPac within the Warner Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and parent/guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

For students who seek admission at CalPac within the Guerneville School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and parent/guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

Student Privacy (FERPA)

CalPac abides by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). As a result, the names of students, their images, and their coursework will

not be published on the CalPac website or in videos without student and parent/guardian consent.

Students also should be aware that teachers and other school staff are required by law to report any suspected child abuse or neglect to the [California Child Protective Service](#). While confidentiality of conversations may be limited due to this requirement, students should understand that their safety is of paramount importance to all school staff members, and students may rely on assistance where warranted.

Anti-Discrimination

CalPac is non-sectarian in its programs, admissions policies, employment practices, and all other operations. CalPac does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Testing

Local Assessments

Students in grades 2 to 11 will take a start of year and end of year local assessment to determine grade level mastery in math and reading skills. The results are used to see where students are performing in relation to their actual grade level and where additional intervention is needed to support all students in accessing grade level material. Please refer specifically to board approved policy 6040 - Local Assessment Policy on the CalPac website for all local assessment information and requirements.

Final Exams

All high school students are required to take final examinations in all courses. K-8 courses may or may not have a final exam. Students may not “test out” of courses by only taking a final exam. At no time will a student be given credit for a course for which only a final examination was submitted.

In order to validate the integrity of the assessment process, some high school final semester exams at CalPac must be proctored by a qualified professional (e.g., a school teacher, administrator, counselor, or paraprofessional who fulfills an instructional role, such as a librarian, university personnel, or test center administrator). Under no circumstances can a parent/guardian proctor a final exam or other assessment. Please refer specifically to board approved policy 6050 - Virtual Proctoring Policy on the CalPac website for further information on proctoring requirements.

Standardized Testing

****Please refer to the school calendar for exact dates each year. Please also remember that results and attendance from all state testings are directly tied to school funding per recent Local Control Funding Formula (LCFF) legislation and are an integral part of maintaining partnerships with our chartering school districts****

English Language Proficiency Assessments for California (ELPAC):

The ELPAC is the California assessment used to determine the English language proficiency (ELP) of students whose primary language is other than English. The ELPAC assesses four domains: Listening, Speaking, Reading, and Writing.

ELPAC Initial Assessment - The ELPAC Initial Assessment is given to students in grades K–12, whose primary language is not English to determine their ELP status. The Initial Assessment is administered only once during a student’s time in the California public school system, based on the results of the home language survey.

ELPAC Summative Assessment - The Summative Assessment is given only to students in grades K–12 who have been identified as an English Learner (EL). ELs will take the assessment every year until they are reclassified as fluent English proficient.

Alternate ELPAC:

Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English. Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

California Science Test (CAST):

The CASTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards science, which describes what students should know and be able to do in each grade and subject tested. This assessment is administered annually to students in grades 5, 8 and once in High School.

California Alternate Assessment (CAA) for Science

Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12. The CAA for Science is a

series of four performance tasks that can be administered throughout the year as the content is taught.

Smarter Balanced Assessment for English Language Arts/Literacy (ELA) and Math (SBAC):

The SBAC utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do in English and math. The Summative Assessments are comprehensive end of year assessments aligned with the Common Core State Standards that measure progress toward college and career readiness. This assessment is administered annually to students in grades 3-8 and 11.

California Alternate Assessments (CAAs) for ELA and Math:

Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments. The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Physical Fitness Testing (PFT):

The PFT for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. This assessment is administered annually to students in grades 5, 7 and 9.

Assessment Schedule

Local Assessments: Students in grades 2-11 are required to complete the NWEA MAP assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

California Science Test (CAST) and Smarter Balanced Assessment Consortium (SBAC): Students in grades 3-8, 11 and some 12th grade students will take the Smarter Balanced Math and ELA and/or CA Science Test during a four week window in the Spring of each school year.

English Language Proficiency Assessments for California (ELPAC): The Summative ELPAC is administered annually between February 1-May 31st. The initial ELPAC is administered within the first thirty days of enrollment once identified through a students Home Language Survey.

Physical Fitness Testing (PFT): The designated testing window for administration of the PFT is March through May.

Contact Information and Communication Policy

Email Accounts

A valid, working email account and phone number are required for all students and parents/guardians. If a student's or parents/guardian's email address, mailing address,, or phone number changes, it must be updated with the School Counselor, office, or teacher within five (5) business days. iCloud email addresses do not work with our systems and emails may not be received.

To support access to the school provided Chromebook, CalPac supplies a monitored student email account upon enrollment to all students. This email account is required to sign in to the school provided computer and other required school apps and programs. CalPac staff will communicate with students at this school provided email address, and students are expected to check this email and use it for all communications with their teacher. Personal email accounts will not be accessible through the school provided Chromebook.

All students are expected to:

- meet with their teachers on a weekly basis through synchronous virtual meetings and homeroom sessions.
-
- use their school provided email address for all school related communication.

Tone of Contact

Students and parents/guardians must use school-appropriate language in communication with CalPac employees and peers. Students will not partake in cyberbullying or any form of harassment. Students should strive to use appropriate grammar and capitalization in their communications.

Authorized Contacts

At the time of enrollment, a student's parent/guardian is asked to approve any contacts that have the authorization to receive performance information about the student. Individuals with authorization are responsible for maintaining current contact information with the school. Per Family Educational Rights and Privacy Act (FERPA) law, school officials are only authorized to speak to parents/guardians listed at the time of enrollment.

School Communication Responsibilities

Email or voicemail sent to administrative personnel Monday through Thursday between 9:00 am and 6:00 pm Pacific Time (PT) will be addressed within twenty-four (24) hours of the time it was sent. Email or voicemail sent between 9:00 am and 6:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office

hours will be addressed within twenty-four (24) hours of the beginning of the following business day. Teachers will post their individual office hours on their course announcement pages and in their email signatures.

All submitted coursework will be graded within seventy-two (72) hours on business days, provided it is submitted on the appropriate due date. Longer written assignments such as essays and research papers may take up to a week from the submission date to be returned. Work submitted on Saturday or Sunday will be returned no later than the end of posted office hours on Tuesday, and work submitted Friday during school hours will be returned by the end of the posted office hours on Monday (or the next business day during school holidays). Students should keep this schedule in mind when submitting work to ensure sufficient time is provided for feedback.

Students who submit large quantities of assignments to a single instructor in a given day should not expect feedback within seventy-two (72) hours for more than one week's worth of work. Assignments will be returned in the order that they are scheduled for completion, not necessarily in the order that they were submitted.

Teachers who are scheduled to be away during regularly scheduled office hours (for professional meetings or vacation) will post the dates and times of those interruptions at least forty-eight (48) hours in advance and will offer alternative contact information for academic assistance. Unanticipated absences due to illness or other emergencies will be reported to the School Administrator, who will find suitable alternatives for assistance. In cases of unanticipated absences, coursework may take longer to be graded.

School Issued Technology

Student Computers

Coursework at CalPac is completely online. All students must have a computer and internet service. To best ensure students have the required technology CalPac provides every enrolled student a school issued and monitored Chromebook. This device is only accessible via the student's CalPac email, remains the property of CalPac, and all use on this device must meet board approved policy - 4080 Acceptable Use Policy located on CalPac's website. The school provided Chromebook meets all required operating specs, and contains all the apps and access a student would need to complete their school work successfully. A student simply needs to connect this Chromebook to their home internet network or school provided hotspot and sign in with their school email to use it.

This Chromebook provides the secure browser for state and local testing, and other school needed applications. Since the secure browser features are a required component, a student/guardian can not refuse the Chromebook and is responsible for the Chromebook's care,

including retaining all cords, power supply, and packaging box/materials, until returned to the school at the end of enrollment. If a student chooses to use a personal device to complete general school work, they are still responsible for safely storing the school provided Chromebook so that it is ready for use for any required state or local testing, or other uses requiring a secure browser. Any loss or damage to the Chromebook is subject to replacement fees. Please refer to board approved policies 5045 - Acceptable Use Policy and 5130 - Damaged or Lost Instructional Materials, and the complete [Technology Use Agreement](#) for all expectations on appropriate use of school provided devices, including the care and handling of the Chromebook.

In accordance with the Acceptable Use Policy, CalPac utilizes GoGuardian to securely monitor and protect students while logged into their school provided Chromebook or while they are logged into their school email accounts on a personal device. This monitoring limits access to non school related sites, social media, entertainment, and personal accounts. Parents have the option to implement additional safeguards using the GoGuardian Parent App, but can not undo school safeguard policies. Students will receive a warning if they visit a blocked site. Continued misuse will enact disciplinary consequences as outlined in the Acceptable Use Policy and under Cyber Bullying expectations in this handbook.

Technical Assistance

CalPac offers both online and phone support for technical difficulties experienced in the functioning of the online courses. For assistance, contact [Tech Support](#).

Despite the presence of any technological problems, students are expected to maintain their pace in all of their courses. Students are responsible for seeking alternative methods of accessing their courses because time extensions will not be granted.

Extra-Curricular Activities and Organizations

Clubs

Students may participate in school extracurricular activities. Please contact your School Counselor for the full list of clubs at your school, as well as the procedure for nominating new clubs. Clubs are held online and are open to any CalPac student.

Field Trips

CalPac offers field trip opportunities to currently enrolled students and their families. They are not required, and CalPac does not provide transportation to and from these events. California Education Code Section 35330(d) provides that all persons participating in an excursion shall be

deemed to have waived all claims against CalPac for injury, illness or death occurring during or by reason of an excursion.

School Site Council

CalPac sponsors a School Site Council (SSC). The SSC will serve to share information from the school to the parent community, invite feedback and ideas from the parents/guardians to the school, and involve students in the school conversation. Parents/guardians are encouraged to participate.



California Pacific Charter Schools

Student Handbook Acknowledgement Form

The Student Handbook describes important information about CalPac. Because the information, policies, and benefits described herein are subject to change, I acknowledge that revisions to the Handbook may occur.

My parent/guardian and I acknowledge that we have received a copy of the CalPac Parent/Student Handbook. I acknowledge that, as the student, I will abide by the guidelines and policies contained therein. In addition, I -

- understand the policies and procedures related to plagiarism
- agree to uphold the standards set forth in the academic integrity policy
- have read and understand the importance of attending state testing in person**

I also understand that submission of this form indicates that my parents/guardian(s) and I have reviewed the contents of this document.

PARENT/GUARDIAN NAME (Please Print)

STUDENT NAME (Please Print)

SIGNATURE

SIGNATURE

DATE

DATE

School - Parent/Guardian Compact

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians, family members, and teachers through, at a minimum, monthly learning period meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116[d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter.
2. Parent/Guardian, student, and teacher sign the school's master agreement outlining course of study and performance expectations.
3. Communication and access to the staff are conducted and available through weekly check in meetings/communication, school email communication, conferences, learning period meetings, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is emailed weekly and discussed at each meeting with the homeroom teacher. Report cards are provided each semester to all students. Progress reports are

Revised: May 2022

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provided after the 1st quarter and 3rd quarter for all students, and parent-teacher conferences held (as-needed).

6. Given the model of the school, the parents/guardians are highly active participants in their child's education. Parents have access to student progress at all times through the Parent Portal.
7. Parents/guardians have access to staff via email, phone, text during normal office hours, and may request a parent conference at any time.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
 - a. Through homeroom meetings, parent-teacher conferences, and learning period meetings with the teacher of record
 - b. Review of local and state assessments and performance score
 - c. The school's MTSS program that provides support for students that are struggling academically
 - d. Through six week progress check ins with the student support team for students identified for Level 3 intervention
2. In which ways does the school provide Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
 - a. Parent/guardian training and webinars
 - b. Parent/guardian resources found on the CalPac website
3. With the assistance of Title I, Part A parents/guardians and family members, in which ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
 - a. Teacher professional development
 - b. Teacher resources found in the school's teacher training manual
4. In which ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource

Revised: May 2022

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centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?

- a. The school will provide Title I goals and action items via SPSA and/or LCAP
 - b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
5. In which ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
- a. Information will be presented in a digital format that can be translated with the use of technology
 - b. Information will be presented in a way that is understandable to parents
 - c. Information will be presented visually and verbally, as applicable
6. In which ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
- a. Given the model of the school, the parents are highly active participants in their child's education
 - b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In which ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
- a. A digital format that can be translated with the use of technology
 - b. Information is presented in a way that is understandable by parents
 - c. Information is presented visually and verbally, as applicable
 - d. Information is translated verbally, as applicable

This Compact was adopted by California Pacific Charter Schools for the 2022-2023 school year and will be in effect for the period of the 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program in the fall of each school year, or upon the identification.

Revised: May 2022

School Site Council Approved: October 28, 2020, Reviewed: 5/25/2022

Board Approved: November 12, 2020

Revised: May 2022

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Board Approved: November 12, 2020

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: C. Consent - Personnel Services
Purpose:
Submitted by: Corrie Amador
Related Material:
DRAFT Lead Tutor Board Approval August 2022.docx.pdf
DRAFT School Counselor Board Approval August 2022.docx.pdf

BACKGROUND:

1. Certificated Personnel Report (new hires, change in relationship, positions, terminations)

2. Classified Personnel Report (new hires, change in relationship, positions, terminations)

3. Job descriptions are critical to the successful personnel operations of the school. They provide structure in areas such as recruitment, on-boarding, determining reasonable accommodations, performance evaluation, succession planning, staff development, and compensation analysis. Job descriptions are routinely revised to remove antiquated wording, reflect the current duties of the positions, and align the minimum qualifications, knowledge, and abilities to the duties. New job descriptions are developed based on the school's staffing plans and identified support needs.
 - Lead Teacher (new classification)
 - School Counselor (revised)

RECOMMENDATION:

It is recommended the Board approve the personnel reports and job description(s) as presented.



Lead Tutor

Job Description

Reports To:	Assistant Director of High School Engagement
FLSA Status:	Non-Exempt
School Classification:	Classified
Pay Range:	Grade 7
Work Schedule:	185 work days to follow the school year calendar
Location:	Dependent on assignment

Position Summary

The Tutor provides individual and small group instruction to help students complete homework assignments and advance their literacy and math skills as part of a high-quality, personalized tutoring program. The Tutor may work with students independently or under the direction of a Teacher of Record. The Tutor is responsible for delivering high-quality instructional support, upholding the mission and values of California Pacific Charter Schools, and working with other members of the leadership team to track students' academic progress and support students' social and emotional development.

In addition to tutoring responsibilities, the Lead Tutor is responsible for the work direction, scheduling, and training of the tutoring team members.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

1. Paid or volunteer experience working with students in an academic setting is preferred.
2. Associate's degree or successful completion of the CBEST is required.
3. Depending on assignment, bilingual language skills in English and Spanish may be required.
4. Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
5. State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
6. Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General skills

1. Team player
2. Love of learning – a lifelong learner

3. Flexible and adaptable
4. Open to differing views and objectives
5. Conflict resolution skills
6. Uphold the School's vision and mission by acting with integrity

Essential Duties and Responsibilities

1. Maintains a safe and effective learning environment.
2. Opens the Zoom room daily and successfully filters students, other tutors, and staff to specialized breakout rooms as needed.
3. Schedules and leads monthly tutor professional development opportunities.
4. Records minutes for tutor meetings and make those available for reference to those who were unable to attend.
5. Regularly communicates with the administrator regarding program and personnel areas of strength and opportunities for growth.
6. Effectively manages student behavior to ensure students are fully engaged in learning.
7. Complies with all safety and other regulatory requirements.
8. Review student data and create individualized tutoring plans.
9. Provides small group and individualized academic instruction and homework support; differentiates instruction to meet individual student needs.
10. Helps implement assessments, enrichment activities and other program activities as needed.
11. Creates an environment of high expectations for learning, student behavior and staff professionalism.
12. Fosters a program culture of high expectations that includes college preparation for all students.
13. Demonstrates knowledge of, and supports, CalPac's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior.
14. Collaborates with instructional team members to share best practices and improve instructional skills, including actively participating in professional development, training and coaching opportunities.
15. Fulfills all administrative requirements, including tracking daily student attendance, in accordance with board policies.
16. Performs other related duties as required and assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret orally and translate in writing between English and a designated language; interprets for student, parent, or teacher, as required; and may serve as interpreter and/or translator for staff in parent conferences or other meetings.

Other Duties

1. Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
2. Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
3. Perform other related duties as assigned.

Knowledge and Abilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge of

1. Principles and practices related to assisting students with academic instruction and behavior management.
2. Basic principles of child behavior and development.
3. Proficient knowledge of subjects taught including arithmetic, reading, writing, grammar, and spelling.
4. Basic instructional methods and techniques.
5. Record-keeping techniques.
6. Staff development and work direction techniques.
7. Effective scheduling and time management strategies.

Ability to

1. Create schedules for student sessions and staff assignments.
2. Read, write and speak English proficiently.
3. Assist in instructing readiness for reading, writing, and mathematics in a learning environment.
4. Demonstrate effective interpersonal skills.
5. Communicate effectively in a timely manner, both orally and in writing.
6. Use technology in an effective manner for communicating and reporting.
7. Meet schedules and timelines; plan and organize work.
8. Work at a high level of independence.
9. Maintain professional, cordial relationships with students, parents, and staff.
10. Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
11. Communicate in a respectful, professional, and courteous manner.
12. Maintain confidentiality.
13. Follow directions and uphold program policies and practices.
14. Establish rapport and maintain positive, meaningful relationships with students to assist in improving their behavior, educational performance, and social relationships.

Lead Tutor Job Description
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15. Participate as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices.
16. Bilingual positions require the ability to speak, read, and write a designated language in addition to English.

Use of Computer Technology

To perform this job successfully, an individual must be able to learn and utilize student information system software, Microsoft Office applications, and a variety of web-based applications proficiently; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails in a timely manner.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Hearing and speaking to exchange information
2. Clarity of speech to explain instructional concepts to students and discussion with adults
3. Dexterity of hands and fingers to demonstrate activities, operate a variety of office equipment, write and grasp, push and pull various light objects and equipment
4. Operate a computer and other office productivity machinery
5. Seeing to read a variety of materials and monitor students
6. Close vision and ability to adjust focus
7. Sitting for extended periods of time
8. Mobility sufficient to visit learning environments and other educational locations
9. Lifting objects up to 25 pounds with or without assistance
10. Driving a vehicle to meet with students as needed.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Noise level is generally moderate
2. Meetings conducted in groups or one on one with students via the school's online platform
3. Indoor in varying temperatures

Hazards

1. Potential physical hazards involved in intervening in altercations and antisocial behavior.
2. Contact with dissatisfied individuals.

Employee Acknowledgement

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents are expected to follow any other instructions, and perform any other related duties as assigned by their supervisor.

Employee Signature

Printed Name

Date



California Pacific Charter Schools

School Counselor

Job Description

Reports To:	Executive Director
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Certificated Specialist
Work Schedule:	Based on Assignment
Location:	Remote Office

Position Summary

The School Counselor creates a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and are delivered with identified professional competencies; provides students with advice on postsecondary education, careers and other major life issues; plays a significant role in the lives of students through group and one-on-one counseling sessions.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- A valid, current, and appropriate California state credential for Specialization in School Counseling or Pupil Personnel Services specializing in school counseling. A copy of the credential must be provided at the time of application and kept current for the duration of the assignment.
- Master's degree in School Counseling required.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General Skills

- Team player
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold the School's vision and mission by acting with integrity

School Counselor Job Description
Board Approval: August 2022

Essential Duties and Responsibilities

Student Advocate/Supporting Student Success

1. Acts as liaison between students/parents and staff.
2. Reviews transcripts to ensure students are placed appropriately; assists pupils in choosing courses of study best suited to their goals, aptitudes, and interests.
3. Assists in registration, creates and makes schedule changes for all students.
4. Creates student contracts to foster student academic success.
5. Counsel, motivate and work with students who are underachieving or performing poorly academically
6. Provides information to students about post-secondary options.
7. Assists each student in better understanding themselves, developing personal decision-making competencies, and resolving problems.
8. Advocates for students' needs with the school leadership team.
9. Recommends at-risk students for academic intervention.
10. Creates collegebound culture across the school, at all grade levels; develops and implements strategy to improve A-G completion rates.
11. Coordinate career awareness activities across all grade levels, such as career fairs and guest speakers.
12. Work with the CTE team to develop student course pathways, counsel students to take CTE coursework,
13. Participate in the marketing and communication for the CTE program to increase enrollment and support pathway completion.Coordinates the referral process with other schools and district personnel including school psychologists, social workers, nurses, administrators, teachers and other community resources; acts as a consultant in the referral process for other staff and community members.
14. Consults and collaborates with teachers, staff and parents/guardians regarding the developmental needs of students.
15. Provides graduation status information to students/parents to encourage graduation and completion rate.
16. Prepares and presents regular informational sessions to address various student needs.
17. Sets up courses and schedules students into courses based on appropriate instruction level.
18. Provides counseling services in individual and group settings.
19. As necessary, develops or supports development of 504 plans, participates in Individual Education Plan (IEP) meetings, and contributes to the development of the Student's Individual Transition Plan (ITP).
20. Facilitates and/or participates in Student Success Team (SST) meetings.

Compliance

1. Guides students in creating and updating their high school four-year plans.
2. Maintains accurate student records.
3. Contribute to overall school graduation rates and other CA Dashboard measures (College & Career Indicators) through careful tracking of student requirements.

General Expectations

1. Attends weekly meetings.
2. Participates in PLCs.
3. Obtains reports as needed from the SIS; analyzes data and makes recommendations.
4. Meets established deadlines.
5. Follows all school policies and procedures.
6. Follows legal mandates relative to reporting.
7. Proctors exams per school policy.

Staff Support

- Meets with teachers relevant to student success, coordinate and run SSTs and 504 meetings.
- Provides relevant professional development for staff and faculty.

Other Duties

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Perform other duties as assigned.

Knowledge and Abilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge of

- Current trends and research concerning the growth and development of school-age children
- Procedures and best practices that promote appropriate student conduct
- Educational research concerning extrinsic and intrinsic student motivation
- Guidance and Special Education practices and procedures
- Applicable sections of the Education Code and other applicable laws
- Research methods and report writing techniques

- Oral and written communication skills using correct English usage, grammar, spelling, punctuation, and vocabulary.

Ability to

- Schedule meetings, facilitate group discussion, receive and disseminate information to ensure student support
- Provide oral and written communication using correct grammar, spelling, and punctuation
- Analyze and assess student learning and behavior
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability
- Maintain professional, cordial relationships with students, parents, and staff
- Monitor students in classrooms and other learning environments
- Use good judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form

Use of Computer Technology

To perform this job successfully, an individual must have general knowledge of: database software, how to use the Internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to maintain a working computer with an internet connection and a printer.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards

- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Signature

Printed Name

Date

Coversheet

Consent - Policy Development

Section: VII. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:

Related Material:

CPCS BUS Revised Board Policies August 9, 2022.pdf
 cpcs_-_3100_education_partner_code_of_conduct.pdf
 cpcs_-_3105_education_partner_risk_management_policy.pdf
 cpcs_-_3110_education_partner_application_and_pre_approval.pdf
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 CPCS - 5045 Acceptable Use Policy (1).pdf
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 CPCS - 5050 Academic Integrity Policy.pdf
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 CPCS - 6005 Parent and Family Engagement Policy .docx (1).pdf
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 CPCS - 6020 Education for Homeless Children and Youth Policy .docx.pdf
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 CPCS - 6205 Interim Policy for Mitigation of Student Hardship Caused by COVID-19 (AB 104).docx.pdf
 CPCS BB 9250 Remuneration, Reimbursement and Other Benefits_.docx_redline_8_9_2022.pdf
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 CPCS_BB_9322__Agenda_Meeting_Materials.docx.pdf
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 CPCS_BB_9323.1_Actions_by_the_Board.docx.pdf
 CPCS_BB_9324_Minutes_and_Recordings.docx.pdf
 CPCS_BB_9400_Board_Self_Evaluation.docx.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Date: August 9, 2022

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
X	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of existing board policies revised or reviewed for the 2022-2023 school year.

Background:

In order to ensure adherence with State and federal laws related to instruction, it is recommended the Board approve the following policy as presented.

REVIEWED

The following are current policies being brought to the Board without changes for approval.

6000 Series - Instruction

- CPCS-6005 Parent and Family Engagement Policy
- CPCS-6015 Comprehensive Sexual Health Education Policy
- CPCS-6035 Mathematics Placement Policy
- CPCS-6070 SPED Independent Educational Evaluation Policy
- CPCS-6075 SPED Certificate of Completion Policy
- CPCS-6095 Policy on Repeating Courses

9000 Series - Board By-Laws

- CPCS-9310 Board Policies
- CPCS-9322 Agenda/Meeting Materials
- CPCS-9323 Meeting Conduct
- CPCS-9323.1 Actions by the Board
- CPCS-9324 Minutes and Recordings
- CPCS-9400 Board Self Evaluation

These policies were previously brought to the Board at the last meeting for review and discussion. They are being brought back to the Board for final approval.

*Policies 9320, 9321 and 9321.1 were reviewed by legal

REVISED

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

5000 Series - Students

CPCS-5045 Acceptable Use Policy

This policy was updated to broaden language to include all devices (Chromebook, laptop, hotspots), add additional examples of misuse, clarify/add consequence language to match current practice, as well as some general format cleanup.

CPCS-5050 Academic Integrity Policy

This policy was updated to expand to all forms of academic dishonesty and incorporating consequences from the virtual proctoring policy.

6000 Series - Instruction

CPCS-6010 Independent Study Policy

The Independent Study Policy has been updated to reflect changes to the 2022 Budget Trailer Bill, such as the pupils for whom tiered reengagement strategies would be implemented. Additionally, the term 'supervising' teacher was replaced by 'teacher(s) of record' and language was updated to state that the certificated employee designated as having responsibility for the special education programming of a pupil with an IEP, as applicable, must sign that student's Master Agreement. Some non-legally required language was also removed.

CPCS-6020 Education for Homeless Youth Policy

This policy was updated to change the name and contact information for CALPAC's Homeless Youth Liaison and was additionally reviewed by legal

CPCS-6025 Section 504 Policy

This policy was revised to update Calpac's 504 liaison.

CPCS-6030 Education for Foster Youth Policy

This policy was updated to change the name and contact information for CALPAC's Foster Youth Liaison

CPCS-6040 Local Assessment Policy

This policy was revised to clarify the process, purpose, and procedures for late enrolled students

CPCS-6050 Virtual Proctoring Policy

This policy was updated to clarify processes, add language regarding local and state assessments and align to CALPAC's academic integrity policy.

CPCS-6055 Adequate Progress Policy

The Adequate Progress Policy has been updated to align with the changes to the Independent Study Policy and the Attendance and Involuntary Removal Process Policy

CPCS-6060 SPED Formal Assessment Request

This policy was updated to remove one step in the process once a request for formal assessment has been requested by a parent/guardian

CPCS-6115 Attendance and Involuntary Removal Policy

The Attendance Policy has been updated to align with the changes to the Independent Study Policy and Adequate Progress Policy

CPCS-6125 TK-8 Grade Report Policy

This policy was updated to remove IHS references and to clarify language regarding grades TK-2

9000 Series - Board By-Laws

CPCS-9250 Remuneration, Reimbursement and Other Benefits Policy

CPCS-9320 Meetings and Notices

CPCS-9321 Closed Session Purposes and Agenda

CPCS-9321.1 Closed Session Actions and Reports

REVOKED

The following are current policies which are no longer applicable and should therefore be revoked.

3000 Series - Instruction

CPCS-3100 Vendor Code of Conduct

CPCS-3105 Risk Management Policy

CPCS-3110 Vendor Packet/Application (Revised)

CPCS-3115 Terms and Conditions of the PO (Revised)

CPCS-3120 Name & Logo Use Policy

It is recommended that the Board approve to revoke these policies. With the closure of the Homeschool Program these policies are no longer applicable.

6000 Series - Instruction

CPCS-6065 SPED PIN Process for Missed Services

CPCS-6105/6110 Virtual Meeting Policy

It is recommended that the Board approve to revoke these policies. With the closure of the Homeschool Program they are no longer applicable.

CPCS-6205 Interim Policy for Mitigation of Student Hardship Caused by Covid-19

This was a temporary policy for the 2021-22 school year only.

It is recommended the Board approve the existing board policies revised or reviewed for the 2022-2023 school year.

Fiscal Impact: None.

BUSINESS/NON-INSTRUCTIONAL**3100-CPCS**

EDUCATION PARTNER CODE OF CONDUCT

The Board of Directors of California Pacific Charter School (hereinafter referred to as School) recognizes their responsibility to make and enforce all rules and regulations governing Education Partner behavior to ensure a safe and learning-conducive environment. The expectation of the School is for all Education Partners and their staff to conduct themselves in a way that reflects the high standards of behavior and professionalism, and to adhere to appropriate boundaries between their staff and students.

For the purpose of this policy, hereinafter “Education Partner” is an individual company that supplies products or provides educational services/instruction for the School’s students.

For the purpose of this policy, the term staff or employee means the individuals employed or otherwise supervised by the Education Partner. This language shall not be interpreted to mean that an Education Partner’s staff has an employment relationship with the School.

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by Education Partner staff while interacting with a student. Trespassing the boundaries of a staff/student relationship is deemed an abuse of power and a betrayal of public trust. Although sincere, competent interactions with students certainly fosters learning, staff/student interactions must have boundaries surrounding activities, locations, and intentions. It is each Education Partner’s employee’s obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or School staff. Disagreeing with the wording of intent of the established boundaries will be considered irrelevant for disciplinary purposes including but not limited to being revoked as an approved Education Partner for the School.

EXAMPLES OF SPECIFIC BEHAVIORS

The following are examples of acceptable and unacceptable behavior, and are not intended to be an exhaustive list.

Unacceptable Education Partner/Student Behaviors include:

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.
4. Being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.

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EDUCATION PARTNER CODE OF CONDUCT

6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the Education Partner's home for reasons other than the educational service being provided and/or without the student's parent/guardian present.
9. Having a student in an Education Partner's vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Raising voice or using any type of corporal punishment with students.

Acceptable and recommended Education Partner/Student behaviors include:

1. Exhibiting professionalism in all communications with students (e.g. emails, text, and phone calls to students), and keeping discussions related to School content. All forms of communication must be professional and brief. The parent/guardian should be included/copied on written/verbal communication.
2. Keeping reasonable personal distance from students.
3. Stopping and correcting students if they cross personal boundaries.
4. Keeping parents and School informed when a boundary issue develops with a student.
5. Recognizing the responsibility to intervene to stop unacceptable behavior of students or coworkers.
6. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives, and/or handshakes.
7. Keeping professional conduct a high priority. Use constructive feedback with students at all times.

COMPREHENSIVE FINGERPRINT & BACKGROUND CHECK REQUIREMENTS

Under Education Code Section 45125.1, the Education Partner, including all employees, agents, independent contractors, and subcontractors performing services shall obtain and provide fingerprint background clearance through the California Department of Justice (DOJ) screening process to the School prior to performing any services and when any new employees are added to the Education Partner. Under this Order, the Education Partner will ensure that it and its

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EDUCATION PARTNER CODE OF CONDUCT

employees, agents, independent contractors, and subcontractors performing services will not allow any person to provide services or otherwise interact with students whom, per the Education Partner, may be deemed to compromise student safety or the integrity of the school. Education Partners, so long as they are not a sole proprietorship, using their own Originating Agency Identification (ORI) number to provide screening service shall forward all reports received from the DOJ for individuals in contact with the schools students.

DUTY TO REPORT SUSPECTED MISCONDUCT

When any staff or employee of the Education Partner reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to the School. All reports shall be as confidential as possible under the circumstances. It is the duty of the School to investigate and thoroughly report the situation. Education Partners must also report to the School any awareness or concern of student behavior that crosses the boundaries or where a student appears to be at risk for abuse either from others or themselves.

BUSINESS/NON-INSTRUCTIONAL**3105-CPCS**

EDUCATION PARTNER RISK MANAGEMENT POLICY

The Board of Directors of California Pacific Charter Schools recognizes the need to establish procedures for entering into agreements with Community & Instruction Education Partners for student services and direct instruction.

PURPOSE

As California Pacific Charter School (hereinafter referred to as School) contracts with Education Partners for materials, equipment, supplies, or services, that such Education Partner's activities provide an inherent liability risk to the School. Insurance requirements for high risk Education Partners are to protect the School from loss or lawsuit resulting from any risk occurrence on the part of an underinsured/uninsured Education Partner who furnishes services to the School. By obtaining an appropriate certificate of insurance (COI), naming California Pacific Charter School as an additionally insured party, and maintaining a current COI on file, the School has evidence that insurance has been obtained which transfers risks associated with the business relationship with the high risk Education Partner to the insurer.

DEFINING HIGH RISK - CRITERIA FOR HIGH RISK EDUCATION PARTNERS

An Education Partner is considered to present a high level of risk when the service provided includes an environment, an activity, or equipment that poses a potential for physical injury to California Pacific Charter School students.

1. *High Risk Environment:* A high risk environment is a space which is likely to expose individuals to dangers. A high risk environment can include hazardous substances or conditions like fire and explosions, increased body temperature leading to loss of consciousness, asphyxiation occurring due to gas, fume, vapour or lack of oxygen, and drowning to name a few. Such environments include swimming pools, the ocean, gyms, kitchens, hockey/ice skating rinks, workshops, and moving vehicles.
2. *High Risk Activity:* A high risk activity is inherently dangerous due to the way it must be performed or carried out. These activities include dangers that present harm that could potentially be inflicted on students by themselves or others that they would not otherwise encounter in their everyday lives. Such activities include martial arts, gymnastics, soccer, football, baseball, hockey, swimming, diving, tennis, volleyball, parkour, and rock climbing.
3. *High Risk Equipment:* Students that use high risk equipment are at a greater risk of injury or death because of the violent or potentially violent nature of the use of such equipment. For example, sports equipment like golf clubs, baseball bats, fencing foils/epees/sabers,

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EDUCATION PARTNER RISK MANAGEMENT POLICY

arrows, cleats, hockey sticks, and ice skates can inflict grievous harm, even when used properly in case of an accident. Gym equipment can also be dangerous when used properly or improperly. Even cooking equipment such as hot cookware and kitchen knives can place students at a high risk of injury.

CURRENT HIGH RISK LIST

California Pacific Charter School reserves the right to determine whether an education partner is defined as high risk. For the purposes of the School, the following services have been determined to be moderate to high risk. This list is not all inclusive; as new types of Education Partners apply to be affiliated with the School, they will be evaluated based on the board approved process and criteria.

- a. Martial Arts
- b. Crossfit/Personal Fitness/Gym/Weights
- c. Swim/Diving/Aquatics/Water Polo
- d. Gymnastics/Aerial
- e. Horseback Riding
- f. Animal Husbandry/Hands-on Agricultural Experiences
- g. Cooking
- h. Fencing
- i. Archery
- j. Recreational (City, Athletics)
- k. Dance/Ballet/Jazz
- l. Skateboarding/Roller Blading/Roller Skating
- m. Surfing
- n. Parkour
- o. Rock Climbing
- p. Ice Skating/Hockey
- q. Soccer
- r. Yoga/Aerial Yoga/Pilates
- s. Ziplining
- t. Sailing
- u. Welding/Carpentry
- v. Tennis/Badminton
- w. Baseball/Softball
- x. Golf

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EDUCATION PARTNER RISK MANAGEMENT POLICY

- y. Driver's Ed
- z. Volleyball

**The above list of high risk service categories is not all-inclusive.*

PROCESS

The following steps are taken when a new Education Partner is being vetted for approval:

1. If the course or activity that is provided by the Education Partner falls under one of the categories above, an Education Partner is considered to be high risk unless and until our vetting process provides it to be otherwise.
2. In order to determine whether or not an Education Partner should be labeled as high risk, the Education Partner Department (EPD) visits the website of the Community and Instruction Partner (if there is one) and any other websites that can give us more information, like Yelp. If the information found online is insufficient to make a determination, the EPD will contact the Education Partner directly to investigate the level of risk.
3. Unless the Education Partner is determined to be low risk after the research and investigation is complete, the Education Partner is added to our *List of Moderate to High Risk Education Partners* tab in our Education Partner Tracking Spreadsheet.
4. All Education Partners are asked to provide insurance.

STANDARD INSURANCE REQUIREMENTS

1. *Low Risk Education Partners:* We accept proof of liability insurance from low risk Education Partners in the form of homeowners policies with a business rider and commercial liability certificates of insurance. We check to make sure the general liability per occurrence is at least \$100,000. If it is less than \$100,000, we investigate the service to determine whether or not it is acceptable.
2. *Moderate to High Risk Education Partners:* We require a commercial certificate of insurance with a \$1 million limit for each occurrence for general liability and \$1 million general aggregate coverage. We also require moderate to high risk Education Partners to list the following California Pacific Charter Schools of Operation as named insured:
 - a. *California Pacific Charter - Los Angeles*
 - b. *California Pacific Charter - San Diego*

EDUCATION PARTNER RISK MANAGEMENT POLICY

c. California Pacific Charter - Sonoma

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EDUCATION PARTNER APPLICATION/PRE-APPROVAL

This outline is for informational purposes. Actual Education Partner packets will be done primarily through electronic document collection system, with hard copy applications available upon request.

Three types of applications are used for our Education Partner Packets:

1. CPCS Prospective Community & Instruction Partner Application
2. CPCS Prospective Curriculum & Materials Partner Application
3. CPCS Education Partner Yearly Renewal Application

Steps:

1. Send prospective Education Partner a welcome and thank you note with an introduction to the application process.
 - a. Thank you for your interest in becoming an Education Partner for our school. Education Partners play a valued role in providing top notch materials and/or instruction/tutoring that exceeds educational standards, and balances accountability with learning flexibility.
 - b. Before getting into the application we wanted to review the definitions used to define our vendors moving forward.
 - i. Education Partner: Companies and individuals who provide instruction, services, curriculum and materials to students enrolled in CPCS' independent home study program in order to provide a full and enriching personalized education experience. EPs are not employees of CPCS but are valued partners of our independent home study program. Under the title of Education Partner we have designated two partner groups: Curriculum & Materials Partners (CMPs) and Community & Instruction Partners (CIPs) based on the products and services provided. This information will help you select the appropriate designation to complete this application.
 - ii. Definition of a Community and Instruction Partners (CIPs) are education partners that offer in person and virtual lessons, instruction, tutoring, and other directly delivered content. Due to live interaction with students and a greater liability risk, additional documentation is needed to complete the application. Additionally, CIPs must be in compliance with all fingerprint background clearance under Education Code Section 45125.1 as outlined in Section 25 of CPCS Education Partner Terms and Conditions of the

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EDUCATION PARTNER APPLICATION/PRE-APPROVAL

- Purchase Order. Failure to meet this requirement will result in immediate denial of application.
- iii. Definition of a Curriculum and Materials partners are education partners that provide materials, resources, curriculum, texts, kits, subscriptions, supplies, technology, and other items to supplement instruction. CMPs ship materials to the teacher facilitator who then delivers items to our families.
 - c. An explanation of the application and pre-approval Process. Timeline - prospective Education Partner will have 30 calendar days from the date the initial application was received to complete the onboarding process. If the Education Partner application process is not completed within this aforementioned time period the application will no longer be considered active. The time to complete this application and pre-approval process is approximately one hour.
2. Intro to Vision and Mission
- a. Mission: CalPac’s mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community.
 - b. Vision:
 - i. California Pacific Charter Schools, in partnership with our community, will:
 - 1. Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
 - 2. Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
 - 3. Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.
 - c. Core Values: The following demonstrates the school’s core values. The School will strive to demonstrate and live these values.
 - i. **CALPAC C-A-R-E-S**

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EDUCATION PARTNER APPLICATION/PRE-APPROVAL

1. **C-OMMUNITY:** We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.
 2. **A-CCESSIBLE:** We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.
 3. **R-IGOROUS:** We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.
 4. **E-NGAGING:** We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.
 5. **S-UPPORTIVE:** We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.
3. Education Partner basic business name and contact information.
 4. Review and agree: Education Partner Application Terms
 - a. Review and agree: This application and pre-approval process is an application to be listed as an approved Education Partner only. This application and pre-approval in no way is an agreement or contract for the school to purchase goods or services from an Education Partner. An approved partner in no way is promised to receive purchase orders from the School. The application and pre-approval process is not an offer nor an acceptance of an offer made by a partner.
 - b. Review and agree: School retains the right to reject the Education Partner Application at any time and for any reason, including revoking previously approved applications.
 - c. Review and agree: School does not control whether the Education Partner retains an employee, the school has no control over the Education Partner's employment decisions (hiring/firing), but the school reserves the right to retain or reject who works with our students.
 - d. Review and agree: **NO EMPLOYMENT RELATIONSHIP:** Notwithstanding any language in this application and pre-approval process or the [Terms and Condition of the Purchase Order](#) to the contrary, the parties intend that their relationship will be only as set forth in each purchase order. Neither party nor any employee, agent,

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officer, or independent contractor of or retained by either party shall be considered an agent or employee of the other party for any purpose or entitled to any of the benefits that the other party provides for any of the other party's employees including but not limited to retirement plans such as CalSTRS. Furthermore, each party acknowledges that it shall be responsible for all federal, state and local taxes for it and its employees and reports relative to fees under each purchase order and each party will indemnify and hold the other party harmless from any failure to file necessary reports or pay such taxes.

5. Review and acknowledge: [Education Partner FAQs](#)
6. Review and agree: Education Partner Policies Agreement
 - a. Review and agree: STANDARDS: School is a TK-12 public school and strives to meet California Common Core State Standards. Student funds can only be used toward educational activities that align to these standards.
 - b. Review and agree: NON-SECTARIAN POLICY: The Education Partner agrees that it will not provide services or products that are sectarian, religious, or denominational in content.
 - c. Review and agree: COMMUNITY & INSTRUCTION PARTNER CODE OF CONDUCT: Please review the Community Partner & Instructional Provider Code of Conduct and indicate your agreement below: [Community Partner & Instructional Provider Code of Conduct](#)
 - d. Review and agree: CONFLICT OF INTEREST POLICY: The Education Partner agrees that instructional funds cannot directly or indirectly be spent on their own family for services they render, as this would be a conflict of interest. "Family" for the purpose of this policy, can be defined as: spouses, domestic partners, children (including step-children and foster children), parents, step-parents, grandparents, grandchildren, and siblings (including step-brothers and step-sisters). Education Partners have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. Such a conflict occurs when an Education Partner is in a position to influence a decision to use instructional funds that may result in direct or indirect personal benefit for the vendor or for Family (as defined above) as a result of the school's business dealings. Education Partners shall disclose such relationships with California Pacific Charter School that constitute or may constitute a conflict of interest pursuant to the law, including but not limited to California Education Code Section 56042. Pursuant to California Education Code Section 56042, a parent, someone acting on behalf of a parent, an Education Partner or a service provider

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of an individual with exceptional needs shall not recommend placement at provider's facility if the parent, someone acting on behalf of the parent, the Education Partner or the service provider is employed or contracted by the Education Partner, or will receive a benefit from the Education Partner, or otherwise has a conflict of interest.

- e. Review and agree: NAME AND LOGO USE POLICY: No use of the school's name in full or in part or the school's logo may be used by an Education Partner without the express written consent of the school. School may withhold such consent in school's sole absolute discretion. All requests for use should be made to epdservices@cal-pacs.org. Please see our [Name and Logo Policy](#).
7. Review and agree: General Terms and Conditions of the Purchase Order
8. Complete Education Partner Questionnaire
9. Review and agree, and upload: W9 Collection: Upload documents as part of the application submission process.
10. Review, agree, and upload: Certificate of Insurance (COI) Collection: Upload documents as part of the application submission process [Community and Instruction Partners ONLY].
 - a. New Community and Instruction Education Partners: The school defines Education Partners who interact with and/or engage with the school's students whether in person or through virtual means as Community and Instruction Education Partners (CIPs). CIPs must furnish proof of commercial liability insurance in the form of a COI and meet the requirements outlined in our Terms & Conditions of the Purchase Order in order to be approved. Once you have submitted your application, school staff will create a profile in our risk management center ([linked here](#))
 - b. Returning Community and Instruction Education Partners: Review and agree to the required coverage requirements. Your profile already exists in our risk management center. School staff will contact you when the coverage listed on your COI is at or near expiration, or if the COI previously provided does not meet the schools requirements.
 - c. Review video: *The Value of Liability Insurance*
11. Review and agree to: Collection of Live Scan Live Scan and Fingerprinting Clearance Forms [Community and Instruction Partners ONLY].
12. Review, agree, and upload: Public Health and Safety [Community and Instruction Partners ONLY].

BUSINESS/NON-INSTRUCTIONAL

3110-CPCS

EDUCATION PARTNER APPLICATION/PRE-APPROVAL

- a. CPCS follows all recommended health and safety guidelines put forward by our board, authorizing district, county and state health departments, and California Department of Education. This may mean that we will suspend in person face to face activities at our discretion in line with these guidelines, including those with our Education Partners. Your responses to these questions helps us better evaluate health risks and adaptability of your services in line with our own public health and safety guidelines.
- b. Health and Safety Plan/Reopening Plan Collection: Upload documents as part of the application submission process.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

1. **ACCEPTANCE OF ORDER:** California Pacific Charter School (hereinafter “Buyer”) offers to Contractor, Seller or Supplier (hereinafter “Seller”) this purchase order (hereinafter “Order”). Acceptance by Buyer is strictly limited to its terms. Buyer shall not be bound by any term or condition whatsoever that is different from or in addition to the terms and conditions of this Order, whether or not such term or condition will materially alter this Order. Seller's commencement of performance or acceptance of this Order in any manner shall be considered acceptance of this Order as written.
2. **DATE/TERM:** The effective date of this Order is the requested date of the order and the term shall be the month(s) listed on the Order and shall be between August 27, 2021 and June 3, 2022 unless terminated earlier per terms and conditions below.
3. **NO EMPLOYMENT RELATIONSHIP:** Notwithstanding any language in these Terms and Conditions to the contrary, the parties intend that their relationship will be only as set forth in this Order. Neither party nor any employee, agent, officer, or independent contractor of or retained by either party shall be considered an agent or employee of the other party for any purpose or entitled to any of the benefits that the other party provides for any of the other party’s employees. Furthermore, each party acknowledges that it shall be responsible for all federal, state and local taxes for it and its employees and reports relative to fees under this Order and each party will indemnify and hold the other party harmless from any failure to file necessary reports or pay such taxes.
4. **SPECIFICATIONS:** All Item(s) ordered to specifications shall comply with such specifications current as of the date of this Order unless otherwise specified by Buyer.
5. **PERFORMANCE REQUIREMENTS:** Quality Level - Seller shall maintain a quality level of zero defects on all Item(s) shipped to Buyer (hereinafter “Items”).
6. **CHANGES:**
 - 6.1 Buyer may at any time, by written notice, make changes in the specifications, designs or drawings, samples or other description to which the Item(s) are to conform, in methods of shipment and packaging, or place of delivery. If such change causes an

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

increase or decrease in the cost of, or the time required for, the performance of any part of the work under this Order, an equitable adjustment shall be made in the price or delivery schedule, or both, and this Order modified accordingly. Any claim for an equitable adjustment must be made within thirty (30) days of the receipt of such notice. The equitable adjustment shall be made based on negotiations between Buyer and Seller. Nothing in this clause shall excuse the Seller from proceeding without delay to perform this Order as changed. Seller shall make no substitutions or changes to the form, fit, or function of the Item(s) furnished to Buyer by Seller hereunder without prior written notice and approval in writing from Buyer.

- 6.2** The review or approval by Buyer of any work hereunder or of any designs, drawings, specifications or other documents prepared hereunder shall not relieve Seller of any of its obligations under this Order, nor excuse or constitute a waiver of any defects or nonconformity in any Item(s) furnished under this Order, nor change, modify or otherwise affect any of the provisions of this Order, including, but not limited to, the prices and delivery schedules contained herein.

7. INVOICES, TERMS, AND PAYMENT:

- 7.1** All invoices for Item delivered and Service performed shall be sent to Buyer by one of the following methods of the Sellers choosing not longer than 5 days after shipment of item(s) or delivery of service(s):
- a. Emailed to California Pacific Charter School, Accounts Payable Department at epdservices@cal-pacs.org.
 - b. Submitted via OPS vendor login on Seller's account (Service vendors only)..
- 7.2** Seller agrees to cancel any item listed as backordered or out of stock at the time order is submitted, and will remove said items from invoice prior to sending to Buyer.
- 7.3** Seller agrees that if it has failed to send invoice as outlined in section 7.1, Buyer may generate an invoice on Sellers behalf corresponding to the item(s) and/or service(s) on the Order.
- 7.4** Seller shall provide not less than 30 days for Buyer to provide payment of Order.
- 7.5** Seller shall be paid by ACH and agrees to complete Sellers profile in order to execute ACH payments. Buyer may mail payment to Seller via check if ACH is not possible. Seller agrees that a \$35 fee will be charged for any request to void and reissue lost, stolen, or misplaced checks.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

8. WARRANTY:

8.1 Seller shall warrant that Items supplied by Seller are new unless specifically approved in advance by Buyer in writing. Items shall not be surplus, reconditioned, recovered or remanufactured unless approved by Buyer in writing in advance.

8.2 Seller shall reimburse Buyer for all expenses associated with correcting any defect, failure, authenticity and conformance of the Item(s) including repair, refurbishment, exchange and any other costs associated with correcting the defect, failure, authenticity and conformance at either the Buyer's location or at the Buyer's Customer location.

8.3 Any other specific product or service warranty shall be expressly included in the manufacturer's standard publications, proposal or quotations.

9. TERMINATION: Buyer shall have the right to terminate this Order following a written notice to Seller as follows:

9.1 For Convenience – Buyer may terminate this Order for convenience at any time with written notice to Seller. In case of such termination for convenience Seller shall submit all invoices for amounts due within five (5) days after the date of such termination notice. Seller shall maintain complete and accurate records to support Seller's claimed costs. Such records shall be available for verification through audit and analysis by the Buyer. The Buyer's maximum liability shall be limited to the following:

- a. In no event shall Seller be entitled to any amount above monies paid and/or owed for Services performed up to the date of such termination notice.
- b. Seller shall have no claim for any consequential damages, including but not limited to loss of profit, arising out of any such termination for convenience.

9.2 For Cause — The Buyer may, terminate this Order for cause immediately upon written notice to Seller, for any of the following circumstances:

- a. If Seller fails to perform the Services competently or commits acts or omissions which could, in Buyer's sole and unfettered discretion, expose Buyer to potential legal or administrative exposure;
- b. If Seller fails to deliver the Item in accordance with the statement of work, scope, performance requirements or delivery schedules specified herein or any extension thereof, or which, in Buyer's sole and unfettered discretion, are

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

otherwise defective or could expose Buyer to potential legal or administrative exposure; or

- c. If Seller fails to perform any of the material terms of this Order. In the event of any of the above and subject to Buyer's sole and unfettered discretion, if Seller's failure is subject to cure, Seller shall have ten (10) calendar days (or such longer period as the Buyer may authorize in writing) to cure such failure.

10. LIMITATION OF LIABILITY/DISCLAIMER OF DAMAGES: Buyer's maximum aggregate liability for its acts or omissions hereunder shall be limited to a sum no greater than the aggregate value of the Item (or Services) per the Order issued. FURTHER, IN NO EVENT SHALL BUYER BE LIABLE FOR PUNITIVE, INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES FOR ITS ACTS OR OMISSIONS HEREUNDER.

11. RELEASE OF NEWS INFORMATION AND ADVERTISING: Seller shall not, without the prior written consent of Buyer in advance:

- a. make any news release, public announcement, denial or confirmation of all or any part of the subject matter of this Order, or
- b. in any manner advertise or publish the fact that Buyer has placed this Order.

12. SELLER'S DATA:

12.1 Seller agrees that all data or information, regardless of form and including but not limited to tapes, photo prints and other graphic information, furnished with Item(s) or required to be furnished by this Order, together with any information furnished orally, shall be free from proprietary restriction. Data for which a restrictive use marking is authorized herein or by special agreement, may be duplicated and used by Buyer as required.

12.2 To the extent that Seller establishes a claim to statutory copyright in any data first produced and furnished in the performance of this Order, Seller grants the Buyer a royalty-free, perpetual, nonexclusive, irrevocable, worldwide license to publish, distribute, translate, duplicate, exhibit, or perform any such data copyrighted by the Seller with the right to grant sublicenses.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

12.3 Seller agrees to grant a license for the benefit of Buyer of the same scope set forth in Section 12.2 to any technical data delivered under this Order that are copyrighted by Seller.

12.4 Seller further agrees not to knowingly include any material copyrighted by others in technical data delivered under this Order without first obtaining, at no additional cost and for the benefit of Buyer, a license therein.

13. LICENSE FOR EQUIPMENT SPECIFIC SOFTWARE (AS APPLICABLE):

Software delivered hereunder, either embedded in equipment described herein or specifically designed for use in or with such equipment or Item(s) shall remain the sole and exclusive property of Seller. Seller grants the Buyer a royalty-free, perpetual, worldwide, irrevocable, nonexclusive license to use such software only in or with the equipment or Item(s). Upon such transfer of software and equipment or Item(s), Buyer may make and distribute archival copies of the software.

14. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): If Seller requires

access to student data for the performance of Services, Seller agrees to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), and all requirements imposed by or pursuant to applicable regulations of the Department of Education and the Buyer to the end that the rights and privacy of the students enrolled in the Buyers schools are not violated, as follows. No student data will be provided to the Vendor other than student name and grade data that are included on the Order. Any additional information must be collected directly from the student's parent/guardian. Seller recognizes and agrees that such access will be extended in reliance on representations made in this assurance, and that the Buyer shall have the right to revoke such access (including return of all physical forms of such data and destruction of all such electronic data) immediately upon learning of noncompliance by Seller. This assurance is binding Seller on and such persons as may be employed by Seller to assist in any phase of the contractual obligation to the Buyer, including independent contractors. The individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained.

15. INDEMNIFICATION: Seller shall defend, hold harmless and indemnify the Buyer, its

Board members, administrators, employees, agents, attorneys and volunteers ("Buyer") from and against all claims, injuries, damages, lossessuits, or demands, including for attorney's fees, arising out of or in connection with the performance of this Order except for injuries and

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

damages caused by the willful misconduct or sole gross negligence of Buyer. The indemnity requirements provided herein shall survive the termination or expiration of the contract.

16. INSURANCE:

16.1 General: Seller shall procure and maintain for the duration of the Order, at its sole expense, insurance against claims for injuries to persons or damages to property which may arise from or in connection with Items supplied and/or Services delivered to Buyer.

16.2 Minimum Scope of Insurance: Seller shall obtain insurance of the type described below:

- a. Commercial General Liability insurance shall be at least as broad as Insurance Services Office Commercial General Liability coverage (occurrence form CG 00 01) and include products coverage with limits of at least \$100,000 per occurrence, \$100,000 general aggregate and a \$1,000,000 products liability aggregate limit.
- b. For Sellers categorized by Buyer in its sole and unfettered discretion as providing high risk services, Commercial General Liability insurance shall be at least as broad as Insurance Services Office Commercial General Liability coverage (occurrence form CG 00 01) and include products coverage with limits of at least \$1,000,000 per occurrence, \$1,000,000 general aggregate.
- c. Buyer shall be named as an additional insured under Seller's Commercial General Liability insurance policy using ISO Additional Insured-Sellers Endorsement CG 20-15 or a substitute endorsement providing equivalent coverage.

16.3 Other Insurance Provisions:

- a. Seller's coverage shall be primary insurance as respects Buyer. Any insurance, self-insurance or insurance pool coverage maintained by Buyer shall be excess of Seller's insurance and shall not contribute with it.
- b. Seller's insurance shall be endorsed to state that coverage shall not be cancelled, except after thirty (30) days prior written notice provided to Buyer.

16.4 Acceptability of Insurers: Insurance is to be placed with insurers authorized to do business in California with a current A.M. Best's rating of no less than A-, VII, unless otherwise acceptable to Buyer.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

- 16.5 Verification of Coverage:** Seller shall furnish Buyer with original certificates and endorsements, including but not limited to the additional insured endorsement, evidencing compliance with the insurance requirements above before Items or Services will be accepted by Buyer.
- 16.6 Special Risks or Circumstances:** Buyer reserves the right to modify these requirements at any time, including limits, based on the nature of the risk, prior experience, insurer, coverage or other special circumstances.
- 17. FORCE MAJEURE:** The Seller shall be excused from late and non-delivery of goods hereunder during the time and to the extent that it is prevented from obtaining, delivering or performing in the customary manner by act of God, fire, strike, partial or total interruption of, loss or shortage of transportation facilities, lockout, commandeering of raw materials, products, or facilities by the government, when satisfactory evidence thereof has been presented to the Buyer providing it is satisfactorily established that the late or non-delivery is not due to the fault or negligence of the party not performing.
- 18. ASSIGNMENT:** Buyer may assign in whole or in part any of its rights and obligations under this Order without the prior consent of the other party. Seller shall not assign any part of its rights or obligations under this Order without the advance express written consent of Buyer. The terms and conditions of this Order shall bind any permitted successors and assigns of either party.
- 19. COMPLIANCE WITH LAWS:** Seller warrants that it will comply with all federal, state, and local laws, including, but not limited to, any statute, rule, regulation, judgment, decree, order or permit applicable to its performance under this Order including any employment, health or safety agency regulations.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

- 20. REMEDIES, NON-WAIVER AND INVALIDITY:** Any and all failures, delays, or forbearances of either Party in insisting upon or enforcing at any time or times any of the terms and conditions of this Order, or to exercise any rights or remedies under this Order, shall not be construed as a waiver or relinquishment of any such terms and conditions, rights or remedies in those or any other instances; rather, the same shall be and remain in full force and effect. The invalidity in whole or in part of any term and condition contained herein shall not affect the validity of any other term and condition. The rights and remedies provided Buyer pursuant to these terms and conditions shall be cumulative and in addition to any other rights and remedies provided by law or equity. A waiver of a breach of any term and condition hereof shall not constitute a waiver of any other breach.
- 21. APPLICABLE LAW:** This Order shall be governed by, construed and enforced in accordance with the laws of the State of California.
- 22. WAIVER:** This Order shall not be amended or modified, nor shall any waiver of any right hereunder be effective unless set forth in a document executed by duly authorized representatives of the parties. The failure to exercise any right under this Order shall not be deemed to be a waiver of such right, and shall not affect the right to enforce each and every right hereof. The waiver of any breach of any term, provision, covenant or condition herein contained shall not be deemed to be a waiver of any: a) subsequent breach of such term, provision, covenant or condition; or b) other term, provision, covenant, or condition.
- 23. SEVERABILITY:** If any term or condition of this Order is held invalid or unenforceable for any reason, the remaining provisions of this Order shall continue in full force and effect as if this Order had been executed with the invalid portion eliminated, provided the effectiveness of the remaining portions of this Order will not defeat the overall intent of the parties. In such a situation, the parties agree, to the extent legal and possible, to incorporate a replacement provision to accomplish the originally intended effect.

GENERAL TERMS AND CONDITIONS OF THE PURCHASE ORDER

24. ENTIRE AGREEMENT: This Order is intended by the Buyer and Seller as a final expression of their agreement and is intended also as a complete and exclusive statement of the terms of their agreement. No Amendment or change of any kind shall be binding upon Buyer unless in writing and signed by an authorized representative of Buyer.

THE FOLLOWING PROVISIONS ARE REQUIRED IN PURCHASE ORDERS FOR SERVICES THAT ARE RENDERED IN A LIVE IN-PERSON OR LIVE VIRTUAL SESSION, CLASS, LAB, OR OTHER APPOINTMENT WHERE STUDENTS AND INSTRUCTORS, TEACHERS, STAFF, OR OTHER VENDOR PERSONNEL ARE TOGETHER.

25. FINGERPRINT CLEARANCE: Under Education Code Section 45125.1, Seller including all employees, agents, independent contractors, and subcontractors performing Services under this Order shall obtain and provide fingerprint background clearance through the California Department of Justice (DOJ) screening process to Buyer prior to performing any Services. Under this Order, Seller will ensure that it and its employees, agents, independent contractors, and subcontractors performing Services under this Order will not allow any person to provide services or otherwise interact with students whom, per the Buyer, may be deemed to compromise student safety or the integrity of the school. Sellers, so long as they are not a sole proprietorship, using their own Originating Agency Identification (ORI) number to provide screening service shall forward all reports received from the DOJ for individuals in contact with the schools students.

BUSINESS/NON-INSTRUCTIONAL**3120-CPCS**

NAME AND LOGO USE POLICY

The Board of Directors of California Pacific Charter School owns and has exclusive rights to its name and logo, and prohibits any unauthorized use. California Pacific Charter School actively monitors and controls all uses of its logo. California Pacific Charter Schools' logo should not be used by any individual or corporation without prior approval. Any education partner wishing to use the California Pacific Charter School logo must submit an Education Partner application and be pre-approved before it is eligible to utilize California Pacific Charter Schools' name and logo.

CALIFORNIA PACIFIC CHARTER SCHOOL NAME USAGE

External collaborators of California Pacific Charter School, such as vendors, educational partners, and other non-California Pacific Charter School entities, when referring to California Pacific Charter School on social media, print marketing, your website, or other forms of public display and non-California Pacific Charter School promotional materials, must utilize the form **"California Pacific Charter School"** when referring to the School.

LOGOS FOR USE BY CALIFORNIA PACIFIC CHARTER SCHOOL EDUCATION PARTNERS

As an approved California Pacific Charter School Education Partner, you may use the downloadable logos to provide visual identification of your partnership with California Pacific Charter School. To view the full list of approved Education Partners, please visit our [website](#).

TO ENSURE THE BEST POSSIBLE VISUAL IMPACT, PLEASE REFER TO OUR LOGO USE GUIDELINES:

Logo Placement and Color: Keep the area around the California Pacific Charter Schools' verified logo uncluttered and always use the logo's approved color scheme. The California Pacific Charter School logo should always be used in color for online use and should appear in full color on printed materials whenever possible. If full color is not possible, please print the logo in solid black.

Logo Background: The preferred background color for the logo is solid white. The high resolution logo must be used for all print applications. If you have any specific requirements for the logo (color, size, file type), please contact our vendor department at educationpartnerservices@cal-pacs.org.

Logo Size: The California Pacific Charter School logo may be used in different sizes depending on the dimensions of the printed materials. These logos should not be enlarged beyond their maximum size. Logo quality and resolution should remain intact during printing and use. Avoid stretching and pixelating.

No Modification: The California Pacific Charter School logo must be used as provided. Please do not remove, distort, discolor, or alter any element of the logo.

UNAUTHORIZED USE: As a California Pacific Charter School partner, please contact us if you feel our logo is being used inappropriately or by an individual or corporation that is not an approved education partner. To report unauthorized use of the California Pacific Charter School logo, please email epdservices@cal-pacs.org.

STUDENT SERVICES

5045-CPCS

ACCEPTABLE USE POLICY

California Pacific Charter Schools and its programs (hereinafter, collectively “CPCS” or the “Charter Schools”) provides technology resources and user accounts to its students solely for educational purposes. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal of providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher. This access also brings potential exposure to material that may not hold educational value or may be harmful or disruptive to the student’s learning experience.

The purpose of this policy is to ensure that student internet access and use on school-owned devices and school-issued accounts will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All device equipment (computers, Chromebooks, hotspots, etc), accounts, programs, supporting materials, and peripherals of any nature that the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment or account, the student and the student’s parents/guardians acknowledge that there is no right of or expectation of privacy whatsoever related to the student’s use. The school retains the right to monitor, at all times, Internet, computer, and school account activity accessed by this equipment, review any material stored in files on such equipment, edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Technology/Equipment Usage Agreement of any persons violating the conditions set forth in this policy.

Information services such as online educational resources and student accounts provided by CPCS may occasionally require new registration and account information to continue the service. This will require the School to give out certain portions of students’ personal information to one or more 3rd party vendor(s) required for this requested service, such as logon information, etc. Student and parent’s signatures of the Technology/Equipment Usage Agreement and use of said devices or school-provided online resources indicate specific consent to such release of personal information.

Students using the Internet, school-issued devices, and school-issued accounts shall be closely supervised by the parent/guardian. Students and their parents are ultimately responsible for the

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

materials accessed through the use of student Internet accounts and sessions. Parents or guardians will be responsible for the supervision of students using the internet.

The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

- 1) Devising or executing any scheme or artifice to defraud or extort or,
- 2) Wrongfully control or obtain money, property, or data.
- 3) Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs that reside or exist internal or external to a computer, computer system, or computer network.
- 4) Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network
- 5) Knowingly introduces any computer contaminant into any computer, computer system, or computer network.

Anyone committing acts of this kind, or any other actions prohibited by law with school-owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, CPCS staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” to school-issued accounts or on school-owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the school account and school-provided device equipment being restricted, suspended or revoked, and/or discipline, up to and including, the expulsion of the student. Students, staff and parents hold a joint responsibility to ensure that inappropriate material is not displayed or available on any school-issued device or school account.

Parents/guardians will teach the student about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>. CPCS has adopted internet safety policies in accordance with applicable laws, including the Children’s Internet Protection Act, which will be provided to parents/guardians. CPCS has also implemented device and student account monitoring software to further protect and limit student Internet access and activity.

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

- 1) Using the school-funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities
- 2) Utilizing the school-funded Internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- 3) Utilizing the school-funded Internet/computer system for personal activity, and/or permitting a non-assigned student user to use the device for personal activity.
- 4) Intentionally disrupting equipment or system performance.
- 5) Intentionally manipulating equipment devices and system locations to bypass or skew user access locations.
- 6) Installing, using, and/or manipulating VPNs to mask school-issued devices and school-issued account IP addresses and locations.
- 7) Downgrading the equipment or system performance.
- 8) Damaging or misusing any hardware or software, including on school-issued accounts and in online programs.
- 9) Utilizing the school's computing resources for commercial/financial gain or fraud.
- 10) Pirating and/or theft of data, equipment, or intellectual property.
- 11) Gaining or seeking to gain unauthorized access to resources or entities.
- 12) Sharing of or providing access to, including student account logon information, school systems, accounts, and other documents to external individuals or entities.
- 13) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- 14) Using harassing, abusive or obscene language.
- 15) Annoying, harassing, or intentionally offending another person.
- 16) Introducing computer viruses into the system.
- 17) Forging electronic mail messages or using access owned by, or used by another.
- 18) Forging or corrupting system coding to impact the information and/or results displayed within the system.
- 19) Wasting resources.
- 20) Invading the privacy of others.

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

- 21) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described apply when on the Internet or using school-owned devices.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Limitations on school-provided email/school account access
- 2) Suspension of school-provided email/school account access
- 3) Revocation of school-provided email/school account access
- 4) Suspension of school-funded Internet/hotspot access
- 5) Revocation of school-funded Internet/hotspot access
- 6) Limitations of school-funded computer access
- 7) Suspensions of school-funded computer access
- 8) Revocation of school-funded computer access
- 9) Mandatory digital citizenship and cyber safety courses
- 10) Disciplinary processes up to expulsion or involuntary withdrawal
- 11) Legal action and prosecution
- 12) Financial liability for loss of Internet/computer system

The parent/guardian is responsible to abide by and ensuring the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, a partial or full revoking of the user account, and appropriate legal action. The parent/guardian will be notified by an administrator or designee of any acceptable use violations and enacted and/or proposed consequences. A conference may be held to further review infractions and consequence next steps.

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

California Pacific Charter Schools and its programs (~~hereinafter, collectively “CPCS” or the “Charter Schools”~~~~“CalPac” or the “Charter School”~~) provides technology resources and user accounts to its students solely for educational purposes. ~~Through technology, CalPac provides access for students and staff to unlimited resources.~~ Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal ~~of~~ providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher. ~~This~~~~With this~~ access also brings ~~the~~ potential exposure to material that may not hold educational value, or may be harmful or disruptive to the student’s learning experience.

The purpose of this policy is to ensure that student internet access and use on school-owned devices and school-issued accounts ~~computers~~ will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All ~~device computer~~ equipment (computers, Chromebooks, hotspots, etc), accounts, programs, supporting materials, and peripherals of any nature ~~that~~~~which~~ the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment or account, the student and the student’s parents/guardians acknowledge that there is no right of or expectation of privacy whatsoever related to the student’s use ~~of such equipment~~. The school retains the right to monitor, at all times, Internet, ~~computer,~~ and school account activity accessed by this equipment, review any material stored in files on such equipment, edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the ~~Technology/Equipment Usage Agreement~~ ~~Internet/Computer Agreement~~ of any persons violating the conditions set forth in this policy.

Information services such as online educational resources and student accounts provided by ~~CPCS~~~~the Charter School~~ may occasionally require new registration and account information to continue the service. This will require the School to give out certain portions of student’s personal information to one or more 3rd party vendor(s) required for this requested service, such as logon information, etc. Student and parent’s signatures of the ~~Technology/Equipment Usage Agreement~~~~this policy~~ and use of said ~~device computer~~ equipment or school-provided online resources indicate specific consent to such release of personal information.

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

Students using the Internet, **school issued devices, and school issued accounts** shall be closely supervised by the parent/**guardian**. Students and their parents are ultimately responsible for the materials accessed through the use of student Internet accounts **and sessions**. Parents or guardians will be responsible for the supervision of students using the internet.

The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

- 1) ~~1) Devising or executing any scheme or artifice to defraud or extort or,~~
- 2) ~~2) Wrongfully control or obtain money, property, or data.~~
- 3) ~~3) Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network.~~
- 4) ~~4) Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network~~
- 5) ~~5) Knowingly introduces any computer contaminant into any computer, computer system, or computer network.~~

Anyone committing acts of this kind, or any other actions prohibited by law with school owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, **CPCS** ~~the~~ staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” **to school-issued accounts or on school-owned school-owned** computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, **the school account and school-provided device equipment being restricted, suspended or revoked, the revocation of sSchool-provided device equipment** ~~computer and/or equipment~~ and/or discipline, up to and including, expulsion of the student. Students, staff and parents hold a joint responsibility to ensure that inappropriate material is not displayed or available on any **school-issued device or school account** ~~computer~~.

Parents/guardians will teach the student about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>. **CPCS CalPac** ~~has also~~ adopted internet safety policies in accordance with applicable law, including the Children’s Internet Protection Act, which will be

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

provided to parents/guardians. CPCS has also implemented device and student account monitoring software to further protect and limit student Internet access and activity.

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

- 1) Using the school funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities
- 2) Utilizing the school funded Internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- 3) Utilizing the school funded Internet/computer system for personal activity, and/or permitting a non assigned student user to use the device for personal activity.
- 4) Intentionally disrupting equipment or system performance.
- 5) Intentionally manipulating equipment device and system locations to bypass or skew user access locations.
- 6) Installing, using, and/or manipulating VPNs to mask school-issued device and school-issued account IP addresses and locations.
- 7) Downgrading the equipment or system performance.
- 8) Damaging or misusing any hardware or software, including on school issued accounts and in online programs.
- 9) Utilizing the school's computing resources for commercial/financial gain or fraud.
- 10) Pirating and/or theft of data, equipment, or intellectual property.
- 11) Gaining or seeking to gain unauthorized access to resources or entities.
- 12) Sharing of or providing access to, including student account logon information, school systems, accounts, and other documents to external individuals or entities.
- 13) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- 14) Using harassing, abusive or obscene language.
- 15) Annoying, harassing or intentionally offending another person.
- 16) Introducing computer viruses into the system.
- 17) Forging electronic mail messages or using an access owned by, or used by another.

STUDENT SERVICES**5045-CPCS****ACCEPTABLE USE POLICY**

- 18) Forging or corrupting system coding to impact the information and/or results displayed within the system.
- 19) Wasting of resources.
- 20) Invading the privacy of others.
- 21) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described apply when on the Internet or using the school-owned devices.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Limitations on school provided email/school account access
- 2) Suspension of school provided email/school account access
- 3) Revocation of school provided email/school account access ~~1)~~
- 4) Suspension of school funded Internet/hotspot access
- 5) Revocation of school funded Internet/hotspot access
- 6) Limitations of school funded computer access
- 7) Suspensions of school funded computer access
- 8) Revocation of school funded computer access
- 9) Mandatory digital citizenship and cyber safety courses
- 10) Disciplinary processes up to expulsion or involuntary withdrawal
- 11) Legal action and prosecution
- 12) Financial liability for loss of Internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, a partial or full ~~the~~ revoking of the user account, and appropriate legal action. The parent/guardian will be notified by an administrator or designee of any acceptable use violations and enacted and/or proposed consequences. A conference may be held to further review infractions and consequence next steps.

~~The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled "Internet/Computer~~

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ACCEPTABLE USE POLICY

~~Acceptable Use Regulations” apply when on the Internet or using the school-owned devicescomputer.~~

STUDENT SERVICES**5050-CPCS****ACADEMIC INTEGRITY POLICY**

California Pacific Charter Schools and its programs (“CalPac” or the “Charter School”) considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work or ideas must be accompanied by specific citations and references. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable.

DEFINITION OF PLAGIARISM:

1. The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
2. Something used and represented in this manner.

EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY INCLUDE, BUT ARE NOT LIMITED TO:

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source
3. Imitating someone else's structure or argument without acknowledging the source
4. Using more of a source than you acknowledged in your citation
5. Copying a fellow student's work, paper, and/or essays and turning it in as your own
6. Copying another student's computer file and submitting the work as your own, or allowing such to happen
7. Buying an essay, paper, or written work online without acknowledging the source
8. Using teacher manuals or answer keys

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. In essence, plagiarism is the theft of someone else’s ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published 5050 primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY IF A STUDENT COMMITS AN ACT OF PLAGIARISM OR ACADEMIC DISHONESTY:

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ACADEMIC INTEGRITY POLICY

INITIAL INCIDENT

The teacher will confirm the student plagiarized or has been academically dishonest. The teacher will consult with school administration to set up a plan to help the student learn about plagiarism and academic dishonesty and how to avoid it in the future.

The student will be required to redo the assignment within the allotted time frame and may receive a reduction in the grade of that assignment depending on the age of the student and the severity of the academic dishonesty. If the student does not redo the assignment, the student will receive an F/zero.

SECOND INCIDENT

If a student commits an act of plagiarism or academic dishonesty for a second time:

The student will receive an F/zero for the assignment with no opportunity to redo the assignment. A conference call with teacher, parent, and school administrator will be scheduled to explain seriousness and to provide additional support.

THIRD INCIDENT

If a student commits an act of plagiarism or academic dishonesty for a third time:

The student receives F/zero on the assignment. The student will receive a reduction of one letter grade for the entire course, regardless of which courses the first two offenses occurred. Conference call with teacher, parent, and school administrator (guidance counselor). Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

FOURTH INCIDENT

If a student commits an act of plagiarism or academic dishonesty for a fourth time:

The student receives F/zero on the assignment. The student will receive an F/zero for the entire course, regardless of which courses the first three offenses occurred. Conference call with teacher, parent, and school administrator (guidance counselor). Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law. The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

SPECIAL EDUCATION STUDENTS OR STUDENTS WITH 504 PLANS

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ACADEMIC INTEGRITY POLICY

If the at-risk student is an identified Special Education student, including a student with an IEP or 504 plan, the teacher will contact the Special Education Department or school counselor/504 coordinator and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

GRIEVANCE PROCEDURE

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion. If a student is accused of plagiarism, cheating or other forms of academic dishonesty and the parent/student disagrees:

The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate. The school administrator will investigate and respond with a written determination within ten (10) working days. If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the Superintendentgoverning board. The board shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the Superintendentboard will be accomplished by the vote of a simple majority and the decision is final.

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ACADEMIC INTEGRITY POLICY

California Pacific Charter Schools and its programs (~~hereinafter, collectively “CPCS” or the “Charter Schools”~~~~“CalPac” or the “Charter School”~~) considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity **across all assignments and assessments**. ~~Use of another person’s work or ideas must be accompanied by specific citations and references.~~ The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable **when it comes to academic honesty**.

ACADEMIC DISHONESTY

Academic dishonesty occurs when a student either intentionally or unintentionally cheats, misuses work, produces work or responses that are not the student’s own, plagiarizes, or fabricates information.

Reasons for Academic Dishonesty

Studies show that students engage in academic dishonesty for a number of reasons, including, but not limited to:

- Peer pressure
- Performance anxiety
- Excuse making
- Poor time management
- Situations that encourage academic dishonesty
- Self-justification habits
- Unfamiliarity with what constitutes academic dishonesty
- Lack of understanding about consequences

CPCS expects a full commitment to academic integrity from each student. CPCS upholds a zero tolerance policy for violations of academic integrity. It is important for students to communicate with their teachers if they need support or are having difficulties with an assignment and/or assessment.

Examples of Academic Dishonesty

Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical behavior:

- Any form of cheating, including but not limited to:

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- o Using search engines or other sites and resources to look up answers to questions on assignments or assessments (quizzes, tests, exams).
- o Using unauthorized resources or materials on assessments.
- o Soliciting and receiving answers from another student, parent, guardian, or other individual to complete assessment or assignment questions.
- o Having someone else complete your assignment or assessment, including a parent, guardian, or sibling.
- o Misusing technology, including the use of personal devices such as cell phones, to bypass school computer blockers to look up and use answers to complete assignments or assessments.
- o Not following procedures required for virtual proctoring.
- Plagiarism of any kind, including self plagiarism
- Falsifying or fabricating data or other information. Examples include, but are not limited to:
 - o Manipulating program coding
 - o Manipulating grade reports and scores
- Deception of any kind by providing misleading or untrue information.
- Bribing or paying someone or a company to complete the assignment or assessment for you.
- Impersonation
 - o Allowing and providing access to someone to impersonate you so that they can complete work for you through any of your student accounts.
 - o Agreeing to impersonate another student and login as them to complete their work.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include but is not limited to, providing an assignment to another student to submit as his/her own work and/or allowing another student to copy answers to any test, examination, or assignment.

CONSEQUENCES AND DISCIPLINARY ACTIONS OF ACADEMIC DISHONESTY

All suspected incidents of academic dishonesty will be investigated. Teachers that suspect a student of academic dishonesty must consult with their administrator for guidance and next steps. The assigned administrator will evaluate all incidents of academic dishonesty and determine the appropriate course of action.

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In the event academic dishonesty is found to have occurred in any or multiple courses during the student's enrollment at CPCS, the teacher and/or administrator or designee will communicate with the student and parent/guardian regarding the incident and resulting steps and/or consequences that will be taken to address the infraction(s), up to expulsion or involuntary withdrawal.

Plagiarism

Students are expected to be the sole authors of their work. The use of another person's work or ideas must be accompanied by specific citations and references.

Citation formats vary among the departments; however, all courses require that students submit original work that is properly cited when applicable. The teacher will dictate which citation format should be used and what the guidelines are for the department.

Definitions of Plagiarism~~DEFINITION OF PLAGIARISM:~~

1. Using another person's words or ideas without giving proper credit to that person or giving the impression that another person's work is the student's own work.
2. The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
3. ~~Something used and represented in this manner.~~

Examples of Plagiarism~~EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY INCLUDE, BUT ARE NOT LIMITED TO:~~

Examples of plagiarism include, but are not limited to:

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source
3. Imitating someone else's structure or argument without acknowledging the source
4. Using more of a source than you acknowledged in your citation
5. **Submitting an assignment that was partially or wholly completed by another person.**
6. Copying a fellow student's work, paper, and/or essays and turning it in as your own
7. Copying another student's computer file and submitting the work as your own, or allowing such to happen
8. Copying work or written text from another student, the internet, your self, or any other document or media without giving due credit to the source of the information.

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9. Submitting and/or recycling an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.
10. Buying an essay, paper, or written work online without acknowledging the source
11. Using teacher manuals or answer keys

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. In essence, plagiarism is the theft of someone else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published ~~5050~~ primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

Process for Addressing Incidents of Plagiarism: ~~PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY IF A STUDENT COMMITS AN ACT OF PLAGIARISM OR ACADEMIC DISHONESTY:¶~~

First Incident ~~INITIAL INCIDENT~~

The teacher will confirm the student plagiarized or has been academically dishonest. The teacher will consult with school administration to set up a plan to help the student learn about plagiarism and academic dishonesty and how to avoid it in the future.

The student will be required to redo the assignment within the allotted time frame and may receive a reduction in the grade of that assignment depending on the age of the student and the severity of the academic dishonesty. If the student does not redo the assignment, the student will receive an F/zero.

Second Incident ~~SECOND INCIDENT~~

If a student commits an act of plagiarism or academic dishonesty for a second time:

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1. The student will receive an F/zero for the assignment with no opportunity to redo the assignment.
2. A conference call with the teacher, parent, and school administrator will be scheduled to explain the seriousness and to provide additional support.

Third Incident~~THIRD INCIDENT~~

If a student commits an act of plagiarism or academic dishonesty for a third time:

1. The student receives F/zero on the assignment.
2. The student will receive a reduction of one letter grade for the entire course, regardless of which courses the first two offenses occurred.
3. Conference call with teacher, parent, and school administrator ~~(guidance counselor)~~.
4. Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Fourth Incident~~FOURTH INCIDENT~~

If a student commits an act of plagiarism or academic dishonesty for a fourth time:

1. The student receives F/zero on the assignment.
2. The student will receive an F/zero for the entire course, regardless of which courses the first three offenses occurred.
3. Conference call with teacher, parent, and school administrator ~~(guidance counselor)~~.
4. Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law.
5. The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Academic Dishonesty on Assessments

Students are expected to complete all assessments with academic integrity.

Proctored assessments following the procedures outlined in CPCS' Virtual Proctoring Policy.

Proctored assessments include local assessments, state tests, and final exams.

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Examples of Assessment Dishonesty

Examples of assessment dishonesty include, but are not limited to:

1. Researching, looking up, consulting answer websites (ex. Brain.Ly, Reddit, etc.) to answer assessment questions.
2. Using notes or other outside resources when not permitted as directed by the teacher or assessment proctor.
3. Failure to use the designated secure assessment browser.
4. Failure to use or remain on webcam when instructed for proctored assessments.
5. Eliciting and receiving support, guidance, and answers from a parent/guardian, sibling, another student, or another individual.
6. Permitting any individual, entity, program, and/or application to impersonate and complete the assessment on the student's behalf.
7. Use of a cell phone or other personal device to locate assessment answers.
8. Recording, copying, transcribing, replicating, sharing, or in other ways misusing testing materials or questions.

Process for Addressing Academic Dishonesty on Assessments

The following consequences apply to incidents of academic dishonesty on all assessments.

First Incident

If a student is suspected of academic dishonesty or receiving inappropriate support on an assessment:

1. If the assessment was proctored, the proctor will:
 - a. immediately stop or block the student's assessment and document it on the appropriate proctoring sheet
 - b. notify the student's teacher(s), parent/guardian, and the assigned administrator
 - c. setup or reach out to the homeroom teacher to set up an academic dishonesty meeting with the parent/guardian and student to review the consequences
2. If the assessment was not proctored, the teacher (content or homeroom) will:
 - a. notify the student's teacher(s), parent/guardian, and the assigned administrator
 - b. setup or reach out to the homeroom teacher to set up an academic dishonesty meeting with the parent/guardian and student to review the consequences
3. The student will:

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- a. attend a conference with their homeroom teacher and parent/guardian to discuss the infraction and assessment expectations.
- b. If it was a quiz or test, be required to retake the assessment with a CPCS proctor.
- c. If it was a local assessment, be required to retake the subject of the assessment in which the academic dishonesty took place with the teacher as the proctor.
- d. If it was a final exam, be required to retake the exam and receive a 50% score reduction of the submitted exam score.
- e. If it was a prescriptive test, any future prescriptive tests in any course must be proctored by a CPCS proctor.

Second Incident

If a student is suspected of academic dishonesty or receiving inappropriate support a second time on an assessment:

1. If the assessment was proctored, the proctor teacher will:
 - a. immediately stop or block the student's assessment and document it on the appropriate proctoring sheet.
 - b. notify the student's teacher(s), parent/guardian, and the assigned administrator.
 - c. setup or reach out to the homeroom teacher to set up an academic dishonesty meeting with the designated administrator, parent/guardian, and student to review the consequences.
2. If the assessment was not proctored, the teacher (content or homeroom) will:
 - a. notify the student's teacher(s), parent/guardian, and the assigned administrator.
 - b. setup or reach out to the homeroom teacher to set up an academic dishonesty meeting with the parent/guardian and student to review the consequences.
3. The student will:
 - a. attend a conference with their homeroom teacher and parent/guardian to discuss the infraction and assessment expectations.
 - b. If it was a quiz or test, receive 0 points on the assessment with no opportunity to redo the assessment regardless of the course.
 - c. If it was a local assessment, be required to retake the subject of the assessment in which the academic dishonesty took place with the teacher as the proctor.
 - d. If it was a final exam in the same course, receive 0 points on the exam.
 - e. If it was a final exam in a different course from the first infraction, receive 0 points on the exam and no opportunity to redo the assessment.

STUDENT SERVICES**5050-CPCS****ACADEMIC INTEGRITY POLICY****SPECIAL EDUCATION STUDENTS OR STUDENTS WITH 504 PLANS**

If the at-risk student is an identified Special Education student, including a student with an IEP or 504 plan, the teacher will contact the ~~student's special education case manager~~ ~~Special Education Department~~ or school counselor/504 coordinator and comply with all provisions of applicable law in addressing any student conduct concerns, including ~~all forms of academic dishonesty~~ ~~plagiarism~~.

GRIEVANCE PROCEDURE

The following procedure is established to ensure that ~~any students'~~ grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion. If a student is accused of plagiarism, cheating, ~~inappropriate support~~, or other forms of academic dishonesty and the parent ~~or~~ ~~student~~ disagrees:

1. The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate ~~or~~ ~~appropriate~~.
2. The ~~designated~~ school administrator will investigate and respond with a written determination within ~~five~~ ~~ten~~ ~~(5+10)~~ ~~business~~ ~~working~~ days.
3. If the concern or grievance is not resolved, the student and parent/guardian may, within ~~five~~ ~~ten~~ ~~(5+10)~~ ~~calendar~~ ~~working~~ days, request a review ~~by with~~ the Superintendent ~~or~~ ~~designee~~ ~~governing~~ ~~board~~.
4. The Superintendent or designee ~~board~~ shall investigate and respond to the student and parent/guardian within ~~five~~ ~~ten~~ ~~(5+10)~~ ~~business~~ ~~school~~ days after the review. The decision of the Superintendent ~~board~~ ~~will be accomplished by the vote of a simple majority and~~ ~~the decision is final~~.

INSTRUCTION**6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. CPCS has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

CPCS Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, CPCS has established the following practices:

1. CPCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - a. Community meetings
 - b. Schoolsite Council
 - c. Stakeholder surveys
2. CPCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - a. Parent trainings and webinars
 - b. School-Parent/Guardian Compact
 - c. Local Control Accountability Plan
3. CPCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - a. ELAC
 - b. Title 1, Part A
 - c. Local Control Accountability Plan
4. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - a. Stakeholder surveys
 - b. Local Control Accountability Plan engagement
 - c. Revisiting the parent and family engagement policy annually
5. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited

INSTRUCTION**6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

- English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- a. ELAC
 - b. Local Control Accountability Plan engagement
 - c. Schoolsite Council
 - d. Stakeholder Surveys
6. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - a. Parent trainings and webinars
 - b. Stakeholder surveys
 - c. ELAC
 - d. Schoolsite Council
 - e. Local Control Accountability Plan engagement
 7. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - a. Stakeholder surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan engagement
 8. CPCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - a. Leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
 - i. Stakeholder surveys
 - ii. ELAC
 - iii. Schoolsite Council
 - iv. Local Control Accountability Plan engagement
 9. CPCS involves parents in the activities of the Charter School to adequately represent the needs of the population.
 - a. Schoolsite Council
 - b. ELAC

Involvement of Parents in the Title I Program

INSTRUCTION**6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

To involve parents in the Title I program at CPCS, the following practices have been established:

1. CPCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - a. Meeting will be held virtually with email invitations being sent out to all parents of Title 1 eligible students.
2. CPCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - a. The school will offer a one time virtual meeting, along with a recorded version and an opportunity to submit questions and provide feedback.
3. CPCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - a. This is completed through the following:
 - i. Stakeholder surveys
 - ii. Schoolsite Council
 - iii. Local Control Accountability Plan engagement
 - iv. Parent trainings and webinars
4. CPCS provides parents of Title I students with timely information about Title I programs.
 - a. Parent/Student Handbook
 - b. Direct communication via email to parents of Title 1 students
5. CPCS provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - a. Parent/Student Handbook
 - b. California Pacific Charter School website
 - c. Parent trainings and webinars
 - d. Direct communication via email to parents of Title I students
 - e. Individual conferences between parents and staff
6. If requested by parents of Title I students, CPCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
 - a. Meeting will be held virtually with email invitations being sent out to all parents of Title I eligible students.
 - b. Local Control Accountability Program stakeholder information meeting
 - c. Schoolsite Council

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If CPCS has a process in place for involving parents in planning and designing the

INSTRUCTION**6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

CPCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. CPCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's education; and regular communication between family members and school staff,

The Charter School developed the Compact with Title I parent input and the Charter School distributes the Compact to Title I parents electronically. [Title I School- Parent Compact](#)

Building Capacity for Involvement

CPCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, CPCS has established the following practices.

1. CPCS provides Title I parents with assistance in understanding state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - a. Parent/Student Handbook
 - b. California Pacific Charter School website
 - c. Parent trainings and webinars
 - d. Weekly communication emails from the teacher.
 - e. Virtual homeroom and progress report meetings with their homeroom teacher or learning period meetings with their teacher facilitator.
 - f. California Pacific Charter School's MTSS program that provides support for students that are struggling academically

INSTRUCTION**6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

2. CPCS provides Title I parents with materials and training, as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - a. Parent trainings and webinars
 - b. California Pacific Charter School website
 - c. Direct communication via email to parents
3. With the assistance of Title I parents, CPCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - a. Staff professional development
 - b. Staff participation in family and student outreach events
4. CPCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
 - a. Parent trainings and webinars
 - b. School sponsored events, STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
5. CPCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - a. Meeting will be held virtually with email invitations being sent out to all parents of Title 1 eligible students.
 - b. Digital format that can be translated with the use of technology
 - c. Information is presented in a way that is understandable by parents
 - d. Information is presented visually and verbally, as applicable.
6. CPCS provides support for parental involvement activities requested by Title I parents.
 - a. Stakeholder surveys
 - b. Title 1 information and feedback meeting
 - c. Schoolsite Council

Accessibility

CPCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

1. Digital format that can be translated with the use of technology.
2. Information is presented in a way that is understandable by parents
3. Information is presented visually and verbally, as applicable.

INSTRUCTION**6010-CPCS****INDEPENDENT STUDY POLICY**

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “Charter Schools”) offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, 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 shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
3. Regular attendance is critical to the success of all students. California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program.
4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.
 - b. In the event that a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers 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.

INSTRUCTION**6010-CPCS****INDEPENDENT STUDY POLICY**

- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- 5. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
 - a. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or;
 - b. 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; or
 - c. Pupils who are in violation of the written agreement pursuant to subdivision (g).

These procedures 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 pupil;
- 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. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. †
- e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.
- 6. The following plan shall be in place in accordance with Education Code Section 51747(e):
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live

INSTRUCTION**6010-CPCS****INDEPENDENT STUDY POLICY**

interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: daily check in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
 - i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. The inclusion of a statement in each independent study agreement 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,

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the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

- h. A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility 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. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - i. 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.
8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.

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The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.

INSTRUCTION**6010-CPCS****INDEPENDENT STUDY POLICY**

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “Charter Schools”) offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, 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 shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade level standards that is **provided at a level of quality and intellectual challenge** substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
3. Regular attendance is critical to the success of all students. ~~Attendance is defined as “a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5-C.C.R. 11960(a).)”~~

California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program. ~~Attendance is calculated based on the work completed by the student and submitted by the due dates established in the Independent Study Master Agreement. The assigned teacher assesses the student’s work to determine whether the work completed constitutes a full day of attendance. When determining the time value of a student’s work, the teacher will consider each student individually and may adjust the assignments accordingly.~~

4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.

INSTRUCTION**6010-CPCS****INDEPENDENT STUDY POLICY**

- b. In the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy and procedure which considers 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.
5. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
- 1) students **not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks** of a local educational agency's approved instructional calendar; or
 - 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; or
 - 3) pupils who are in violation of the written agreement pursuant to subdivision (g).
- i.
- ~~a. All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;~~
 - ~~b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or~~
 - ~~c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).~~

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These procedures shall include, **local programs intended to address chronic absenteeism, as applicable, but are not necessarily limited to, with at least** all of the following:

- a. Verification of current contact information for each enrolled pupil;
 - 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. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. **†**
 - e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.
6. The following plan shall be in place in accordance with Education Code Section 51747(e):
- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's **assigned-supervising teacher(s) of record** shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's **assigned-supervising teacher(s) of record** ~~assigned-supervising teacher~~ shall be as follows: daily check in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
 - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's **assigned-supervising teacher(s) of record** ~~assigned-supervising teacher~~ shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a student's assignments and

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- for reporting the student's progress.
- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
 - i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. The inclusion of a statement in each independent study agreement 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 also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - h. A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
 - i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is

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less than 18 years of age, the certificated employee who has been designated as having responsibility 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. all persons who have direct responsibility for providing assistance to the student.~~ For purposes of this paragraph “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- i. 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.
 - ii. For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdraw documents (including exit grades) and send them to the parent/guardian or adult student.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School’s Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.¶

¶

INSTRUCTION

6010-CPCS

INDEPENDENT STUDY POLICY

INSTRUCTION**6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

This Policy of the California Pacific Charter Schools and its programs (“CalPac” or the “Charter School”) has been adopted to meet the Legislative intent of the California Healthy Youth Act (“CHYA”) as follows:

1. to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus (“HIV”) and other sexually transmitted infections and unintended pregnancy;
2. to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. to promote understanding of sexuality as a normal part of human development;
4. to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Definitions

1. **Age appropriate:** topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. **Comprehensive sexual health education:** education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. **English learner:** a student who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. **HIV prevention education:** instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. **Instructors trained in the appropriate courses:** instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
6. **Medically accurate:** verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

INSTRUCTION**6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

Instruction to Students

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the Charter School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.

INSTRUCTION**6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:

- a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
- a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, the Charter School shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
 - a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
 - b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided pursuant to applicable law.
 - c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
 - d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
 - e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
 - f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.

INSTRUCTION**6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

- g. Encourage a student to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

In-Service Training

1. The Charter School shall cooperatively plan and conduct in-service training for all the Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
2. In developing and providing in-service training, the Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.
3. In-service training shall be conducted periodically to enable the Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for the Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
4. The Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for the Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

1. The Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for the Charter School personnel.
2. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

INSTRUCTION**6015-CPCS**

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**Parental Consent**

The Charter School encourages students to communicate with their parents/guardians about human sexuality and HIV and to respect the rights of parents/guardians to supervise their student's education on these subjects. The Charter School intends to create a streamlined process to make it easier for parents/guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The Charter School recognizes that while parents/guardians overwhelmingly support medically accurate, comprehensive sex education, parents/guardians have the ultimate responsibility for imparting values regarding human sexuality to their student.

A parent/guardian of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, may be administered to any student in grades 7 to 12, inclusive. A parent/guardian has the right to excuse their student from the test, questionnaire, or survey through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Parents/guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the Charter School.

Annual Notice

At the beginning of each school year, or, for a student who enrolls in a school after the beginning of the school year, at the time of that student's enrollment, the Charter School shall notify the parent/guardian of each student about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the coming year. The notice shall do all of the following:

1. Advise the parent/guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

INSTRUCTION**6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

2. Advise the parent/guardian whether the comprehensive sexual health education or HIV prevention education will be taught by the Charter School personnel or by outside consultants. The Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.
3. Include information explaining the parent's/guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent/guardian that the parent/guardian has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to the The Charter School.

For Pupils Who Opt Out

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent/guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents/guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

INSTRUCTION**6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

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

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

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

Charter School Liaison

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

Jennifer Byus
 Intake Counselor
 855-225-7227 x102
 jbyus@cal-pacs.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire completed annually for enrollment and re-enrollment.

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2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
4. Parents/guardians are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents/guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents/guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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

Enrollment

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

CPCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth

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who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

1. Transportation services
2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
3. Programs in vocational and technical education
4. Programs for gifted and talented students

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5. Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

High School Graduation Requirements

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

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

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

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

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for

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

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

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

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

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

Professional Development

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel

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providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

INSTRUCTION**6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

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

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

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

Charter School Liaison

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

Jennifer Byus
 Intake Counselor
 855-225-7227 x102
 jbyus@cal-pacs.org
~~Jocelin Jones~~
 School Counselor, Department Chair
 jjones@cal-pacs.org
 (619) 646-0785

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

INSTRUCTION**6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through ~~the annual housing questionnaire administered by the Charter School.~~ **the annual housing questionnaire completed annually for enrollment and re-enrollment.**
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
4. Parents/guardians are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents/guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents/guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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

Enrollment

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

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CPCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the ~~Superintendent~~~~Executive Director~~ or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

~~CPCS shall administer a housing questionnaire for purposes of identifying homeless children and youth. CPCS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. CPCS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at CPCS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing~~

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~~questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at CPCS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. CPCS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)~~

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

1. Transportation services
2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
3. Programs in vocational and technical education
4. Programs for gifted and talented students
5. Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J)) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

~~Eligibility for Extracurricular Activities~~~~¶~~

~~A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.~~

~~¶~~**~~Waiver of Fees for Afterschool Programs~~**~~¶~~

~~The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.~~

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

High School Graduation Requirements

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

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

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

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

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

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

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be

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entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

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

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

Professional Development

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above,

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including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

INSTRUCTION**6025-CPCS**

SECTION 504 POLICY

The Board of Directors of the California Pacific Charter Schools (“School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School’s Director or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the School does not assess a student after a parent/guardian has requested an assessment, the

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School shall provide notice of the parent's/guardian's procedural safeguards. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES**A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

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6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means:
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less.

B. Referral, Assessment and Evaluation Procedures

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1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
 10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the

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student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs,

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and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - i. Examine relevant records
 - ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - iii. Have the right to file a Uniform Complaint pursuant to school policy
 - iv. Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Jennifer Byus
 Intake Counselor
 855-225-7227 x102
 jbyus@cal-pacs.org

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Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the districts or county offices of education which authorize California Pacific Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
 - a. The specific decision or action with which the parent/guardian disagrees.
 - b. The changes to the 504 Plan the parent/guardian seeks.
 - c. Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
 - a. Mediation by a neutral third party.
 - b. Review of the 504 Plan by the School Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the

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due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.

8. The parent/guardian and the School shall be afforded the rights to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - b. Present written and oral evidence.
 - c. Question and cross-examine witnesses.
 - d. Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.
11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion Special Procedures for Students with Disabilities

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the 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 pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

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1. 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, and to progress toward meeting the goals set out in the student's 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.

2. Procedural Safeguards/Manifestation Determination

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

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

If School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

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

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The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

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 School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the student.

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- c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other School supervisory personnel.

If 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 IDEIA 2004-eligible student with disabilities, including the right to stay-put.

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

School shall not be deemed to have knowledge of 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.

C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal

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- opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
 6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
 7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
 8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
 9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
 11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
 12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
 13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

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16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from School for exercising any of these rights.

Please contact Jenifer Byus, Intake Counselor, jbyus@cal-pacs.org with any questions regarding the information contained herein.

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SECTION 504 POLICY

The Board of Directors of the California Pacific Charter Schools (“School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School’s Director or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the School does not assess a student after a parent/guardian has requested an assessment, the

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School shall provide notice of the parent's/guardian's procedural safeguards. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES**A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

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6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means:
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less.

B. Referral, Assessment and Evaluation Procedures

INSTRUCTION**6025-CPCS****SECTION 504 POLICY**

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
 - 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
 - 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
 - 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
 - 10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
- 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the

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student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs,

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and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - i. Examine relevant records
 - ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - iii. Have the right to file a Uniform Complaint pursuant to school policy
 - iv. Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Jennifer Byus
 Intake Counselor
 855-225-7227 x102
jbyus@cal-pacs.org

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~~Joeclin Jones, jjones@cal-pacs.org or 855-225-7227~~

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the ~~districts or county offices of education which authorize California Pacific Charter Schools Helendale School District or the San Bernardino County Office of Education~~ in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
 - a. The specific decision or action with which the parent/guardian disagrees.
 - b. The changes to the 504 Plan the parent/guardian seeks.
 - c. Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
 - a. Mediation by a neutral third party.
 - b. Review of the 504 Plan by the School Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the

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parent/guardian and School Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
8. The parent/guardian and the School shall be afforded the rights to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - b. Present written and oral evidence.
 - c. Question and cross-examine witnesses.
 - d. Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.
11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion Special Procedures for Students with Disabilities

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or

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protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the student's 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.

2. Procedural Safeguards/Manifestation Determination

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

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

If School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

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- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that 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 student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

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School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student 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) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

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 School supervisory or

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administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the student.
- c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other School supervisory personnel.

If 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 IDEIA 2004-eligible student with disabilities, including the right to stay-put.

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

School shall not be deemed to have knowledge of 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.

C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.

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3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or

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- placement of your student. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to School 's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from School for exercising any of these rights.

Please contact Jocelin Jones, Lead Counselor c/o jjones@cal-pacs.org with any questions regarding the information contained herein.

INSTRUCTION**6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster

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youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Jennifer Byus
Intake Counselor
855-225-7227 x102
jbyus@cal-pacs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving

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the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors,

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educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy).
3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster

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youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

8. If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

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If the Foster and Mobile Youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student's ERH, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

** For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

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

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

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and

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Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

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

The Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.
3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility For Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Student Records

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

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EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office

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California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster

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youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

-
 Jennifer Byus
 Intake Counselor
 855-225-7227 x102
 jbyus@cal-pacs.org
 Jocelin Jones
 Lead Counselor
 ((619) 646-0785
 jjones@cal-pacs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a

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foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are

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available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it ~~is in their~~ ~~is their~~ best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy).
3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All

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decisions shall be made in accordance with the foster youth's best interests.

7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.
8. If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency

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even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student's ERH, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

** For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

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

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

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the

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student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

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

The Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a

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transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.
3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility For Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Student Records

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

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Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office

INSTRUCTION

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MATHEMATICS PLACEMENT POLICY

California Pacific Charter Schools and its programs (“CalPac”) adopts this Mathematics Placement Policy to apply to all students who wish to enroll in Algebra 1. CalPac, in accordance with the [Math Placement Act of 2015](#), will follow the 9th grade level mathematics course placement policy outlined below:

Students must meet two of the below indicators to demonstrate readiness for Algebra 1:

1. Score at grade level or show readiness according to a local diagnostic assessment.
2. Student’s CAASPP results indicate “standard met” for 8th grade math.
3. Grade of “C” or higher on directly preceding math course.
4. Teacher recommendation.
5. Lead counselor recommendation.

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LOCAL ASSESSMENT POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “School”).

Charter schools exist in a performance based accountability system for student academic performance, and CPCS fully participates in that system. A charter school cannot continue to exist without collecting data on student performance from a variety of assessments and indicators.

One of the responsibilities of CPCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, CPCS primarily collects academic performance data through state mandated testing in addition to administering local assessments.

To meet this responsibility, CPCS hereby implements this local assessment policy outlining the local assessment process and participation requirements for all enrolled students.

Local AssessmentsOverview

CPCS uses Northwest Evaluation Association Measures of Academic Performance (NWEA MAP) as its local state approved assessment. This assessment targets student academic performance in math, reading, and language arts. It is a web-based assessment platform that adapts to individual student performance and helps assess true levels of ability. Each assessment test pinpoints a student’s needs down to the sub-skill and standard domain level.

Purpose

The purpose of local assessments is to help students, parents/guardians, and school staff identify each student’s educational performance, growth, and areas needing improvement in order to enhance teaching and learning. Local assessments are one measure of student performance that provides a thorough evaluation and therefore, an extensive scope of the student’s learning and mastery of grade level standards.

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CPCS uses the NWEA MAP Growth assessments to gather beginning of year baseline data and end of year growth data on student performance levels in math and English Language Arts in order to measure student mastery of grade level standards. Ongoing progress monitoring using these assessments shows whether students are on track to achieve end-of-year targets, including meeting projected performance on CAASPP state assessments. The results from NWEA MAP provide common core based data necessary for meeting state and Charter School requirements.

Grade Levels Required to Test

Students in grades 2-11 are required to complete the NWEA MAP Growth assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

While not required, it is a CPCS best practice to assess school readiness and identify academic needs for TK-1st grade students by administering local fluency and math sense assessments. TK-1st grade students will be assessed on their letters/sounds, word recognition, number sense, and other general math concepts. The results from these assessments provide data on student readiness for kindergarten and first grade concepts and show where additional support may be needed to build skills in these lower grades.

No Opt Out for Local Assessments

Per California Ed. Code, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to the accountability requirements from the state.

However, parents/guardians may NOT opt their child out of school local assessments. The choice to opt out ONLY applies to the state mandated assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the school's local assessments

Local Assessment Schedule

Students will complete local assessments during the school's local assessment testing windows in the subjects of math, language arts, and reading. All local assessments must be proctored by a CPCS staff member using the prescribed secure testing browsers and following all virtual

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proctoring procedures outlined in the school's Virtual Proctoring Policy. The teacher of record is responsible for following up on student completion of all local assessments.

All assessment subjects must be completed within the assigned testing window. Assessment subject areas will be broken up over the testing window to allow adequate time to complete each subject area assessment. Students should attempt to complete the entire subject area assessment within one sitting, however, students may save and resume an assessment on another day/time so long as proctoring guidelines are met.

Testing windows are set to provide students with a sufficient number of instructional days to accurately measure student growth and progress between assessments. Testing windows for required assessments occur during the start of the school year (fall, quarter 1) and end of the school year (spring, quarter 4) at school defined date ranges. Students will be provided with a daily testing schedule to complete each subject area within the specified testing window. Student enrollment start dates may impact assessment participation requirements and testing schedule within a testing window.

Late Enrollment Students

Students with enrollment start dates occurring after the first day of the school year through the California Basic Educational Data System (CBEDS) reporting date, are required to complete the initial local assessments within the initial testing window. These students will be counted towards the school's local assessment participation rate and verified data results.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will not be required to complete an initial local assessment and will not be counted as part of the school-reported assessment participation rates or results. These students may be given the initial assessment for informational purposes only to support student academic success.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end of year local assessments during the end of year testing window so long as their enrollment start date occurs prior to May 1st. Students with an enrollment start date of May 1st or later will not participate in end of year local assessment testing. The teacher of record is responsible for scheduling, tracking completion, and administrating initial assessments for late enrollment students.

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LOCAL ASSESSMENT POLICY**Remote Administration Process of Local Assessments**

CPCS follows its Virtual Proctoring Policy to administer local assessments. Virtual proctoring procedures meet all recommended proctoring requirements from the school's local assessment publisher to produce verified data. All local assessments must be proctored by a CPCS teacher or other qualified staff member. Students must use the secure browser on their school provided computer to participate in proctoring. Personal devices and outside proctors are prohibited.

Local Assessment Results Reporting

Local Assessment results are uploaded to the Student Information System at the end of the testing administration window. Students and parents/guardians may access result reports at any time through the student and parent portals of the Student Information System. A parent/guardian may request an assessment results review meeting with their child's teacher for more information on what scores and results mean.

Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results are used to determine course placement in math and English language arts classes, and drive academic support programs, including qualifying students for tiered intervention support classes. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to address additional supports for identified students performing below grade level based on local assessment scores. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding assessment results during this meeting time.

Consequences for Not Completing the Local Assessments

Completion of CPCS's local assessments are a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

The following consequences apply to students who do not complete their local assessments within the designated testing window:

1. First Warning: If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements on how to attend make-up proctoring

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sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.

2. **Second Warning and Parent Conference:** If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan will be created to ensure completion of the local assessments within five (5) school days of this meeting.
3. **Third Warning and Placement on Academic Probation:** If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher.

Students with an enrollment start date after the first day of the school year may have a shortened period of days to correct incomplete assessments to ensure they complete their local assessments within the designated testing window.

Students with Special Education and 504 Plans

Students with an Individual Education Plan (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student's IEP or 504. An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments.

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California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “School”). ~~California Pacific Charter Schools (“CPCS”) adopts this Local Assessment Policy for students enrolled in any CPCS school (California Pacific Charter - San Diego, Los Angeles, and Sonoma).~~

Charter schools exist in a performance based accountability system for student academic performance, and CPCS fully participates in that system. A charter school cannot continue to exist without collecting data on student performance from a variety of assessments and indicators.

One of the responsibilities of CPCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, CPCS primarily collects academic performance data through state mandated testing in addition to administering local assessments.

To meet this responsibility, CPCS hereby implements this local assessment policy outlining the local assessment process and participation requirements for all enrolled students.

~~The purpose of local assessments is to help students, parents/guardians, and teachers identify each student’s educational performance, growth, and areas needing improvement in order to enhance teaching and learning. Local assessments are one measure of student performance that providesprovide a thorough evaluation and therefore, an extensive scope of the student’s learning and mastery of grade level standards.~~

~~No Opt Out for Local Assessments~~~~¶~~

~~Per California Ed. Code, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to the accountability requirements from the state. ¶~~

~~¶~~

~~However, parents/guardians may not opt their child out of CPCS’ local assessments. The choice to opt out ONLY applies to the state mandated assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the CPCS’s local assessments.~~

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Local AssessmentsOverview

CPCS uses Northwest Evaluation Association Measures of Academic Performance (NWEA MAP) as its local state approved assessment. This assessment targets student academic performance in math, reading, and language arts. It is a web-based assessment platform that adapts to individual student performance and helps assess true levels of ability. Each assessment test pinpoints a student's needs down to the sub-skill and standard domain level. ~~In addition, ongoing progress monitoring shows whether students are on track to achieve end-of-year targets, including meeting projected performance on CAASPP state assessments. The results from NWEA MAP provide common core based data necessary for meeting state and Charter School requirements.~~

Purpose

The purpose of local assessments is to help students, parents/guardians, and school staff identify each student's educational performance, growth, and areas needing improvement in order to enhance teaching and learning. Local assessments are one measure of student performance that provides a thorough evaluation and therefore, an extensive scope of the student's learning and mastery of grade level standards.

CPCS uses the NWEA MAP Growth assessments to gather beginning of year baseline data and end of year growth data on student performance levels in math and English Language Arts in order to measure student mastery of grade level standards. Ongoing progress monitoring using these assessments shows whether students are on track to achieve end-of-year targets, including meeting projected performance on CAASPP state assessments. The results from NWEA MAP provide common core based data necessary for meeting state and Charter School requirements.

Grade Levels Required to Test

Students in grades 2-11 are required to complete the NWEA MAP **Growth** assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

While not required, it is a CPCS best practice to assess school readiness and identify academic needs for TK-1st grade students by administering ~~a~~ local fluency and math sense

INSTRUCTION**6040-CPCS**

LOCAL ASSESSMENT POLICY

~~assessments~~**assessment**. TK-1st grade students will be assessed on their letters/sounds, word recognition, number sense, and **other general** math concepts. The results from these assessments provide data on student readiness for kindergarten and first grade concepts and show where additional support may be needed to build skills in these lower grades.

No Opt Out for Local Assessments

Per California Ed. Code, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to the accountability requirements from the state.

However, parents/guardians may NOT opt their child out of school local assessments. The choice to opt out ONLY applies to the state mandated assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the school's local assessments

Local Assessment Schedule

Students will ~~complete~~**have access to** local assessments during the school's local assessment testing windows **in the subjects of math, language arts, and reading**. All local assessments must be proctored by a CPCS staff member **using the prescribed secure testing browsers and following all virtual proctoring procedures** outline in the school's Virtual Proctoring Policy. **The teacher of record is** ~~Teachers are~~ responsible for following up on student completion of all local assessments.

All assessment subjects must be completed within the assigned testing window. Assessment subject areas will be broken up over the testing window to allow adequate time to complete each subject area assessment. Students should attempt to complete the entire subject area assessment within one sitting, however, students may save and resume an assessment ~~on~~**at** another day/time so long as proctoring guidelines are met.

Testing windows are set to provide students with a sufficient number of instructional days to accurately measure student growth and progress between assessments. Testing windows for required assessments occur during the start of the school year (fall, quarter 1) and end of the school year (spring, quarter 4) at school defined date ranges. Students will be provided with a daily testing schedule to complete each subject area within the specified testing window. Student

INSTRUCTION**6040-CPCS****LOCAL ASSESSMENT POLICY**

enrollment start dates may impact assessment participation requirements and testing schedule within a testing window.

Late Enrollment Students

Students with enrollment start dates occurring after the first day of the school year through the California Basic Educational Data System (CBEDS) reporting date, are required to complete the initial local assessments within the initial testing window. These students will be counted towards the school's local assessment participation rate and verified data results.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will not be required to complete an initial local assessment and will not be counted as part of the school-reported assessment participation rates or results. These students may be given the initial assessment for informational purposes only to support student academic success.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end of year local assessments during the end of year testing window so long as their enrollment start date occurs prior to May 1st. Students with an enrollment start date of May 1st or later will not participate in end of year local assessment testing. ~~under the following guidelines:~~

- ~~1. Students with an enrollment start date prior to November 1st will complete the initial assessment within the initial testing window, and will complete the end of year local assessments during the end of year testing window.~~
- ~~2. Students with an enrollment start date of after November 1st through the end of the first semester may will complete the initial assessment for informational purposes only, but will not be counted as part of the school-reported assessment participation rates or results. These students and will complete the end of year local assessments during the end of year testing window.~~
- ~~3. Students with an enrollment start date as of the first day of the second semester~~

¶

~~Teachers~~The teacher of record is responsible for scheduling, tracking completion, and administrating initial assessments for late enrollment students.

Remote Administration Process ~~Proctoring~~ of Local Assessments

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CPCS follows its Virtual Proctoring Policy to administer local assessments. Virtual proctoring procedures meet all recommended proctoring requirements from the school's local assessment publisher to produce verified data. All local assessments must be proctored by a CPCS teacher or other qualified staff member. Students ~~must will~~ use the secure browser on their school provided computer to participate in proctoring. Personal devices and outside proctors are prohibited.

Local Assessment Results ~~Reporting and Reports~~

Local Assessment results are uploaded to the Student Information System at the end of the testing administration window. ~~and sent directly to families via email with an explanation of what scores mean.~~ Students and parents/guardians may access result ~~reports~~ at any time through the student and parent portals of the Student Information System. ~~A parent/guardian may request an assessment results review meeting with their child's teacher for more information on what scores and results mean.~~

~~Additionally, the student's teacher or program coordinator will review assessment results with the parent/guardian and student when the local assessment is completed. Parents/guardians will have an opportunity to ask any questions they have during this meeting time.~~

Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results are used to determine course placement in math and English language arts classes, and drive academic support programs, including qualifying students for tiered intervention support classes. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to address additional supports for identified students performing below grade level based on local assessment scores. ~~will be identified for intervention ¶~~

~~Results from these local assessments will be used to support intervention programs for student academic success. The child's teacher and intervention teacher will schedule a meeting to discuss assessment results and provide information on intervention supports during this meeting. will be discussed during the assessment review meeting if applicable. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding assessment results during this meeting time.~~

Consequences for Not Completing the Local Assessments

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Completion of CPCS's local assessments are a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

The following consequences apply to students who do not complete their local assessments within the designated testing window:

1. First Warning: **If the student has any incomplete assessments after day three of the testing schedule,** ~~t~~The student and parent/guardian will receive an official warning ~~that that the student has incomplete~~ local assessments **are incomplete and the requirements on how to attend make-up proctoring sessions.** The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.
2. Second Warning and Parent Conference: If, after the ten (10) school days **from the date of the official warning** have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference **to be held within three (3) school days** to discuss barriers to completing the local assessment. **At this meeting, a** plan will be created, ~~including blocking access to core curriculum,~~ to ensure completion of the local assessments within ~~the next~~ **five (5) school days of this meeting period.**
3. Third Warning and Placement on Academic Probation: If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher.

Students with an enrollment start date after the first day of the school year may have a shortened period of days to correct incomplete assessments to ensure they complete their local assessments within the designated testing window.

Students with Special Education and 504 Plans

Students with an Individual Education Plan (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student's IEP or 504. **An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments.**

INSTRUCTION**6050-CPCS**

VIRTUAL PROCTORING POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “School”).

CPCS adopts this Virtual Proctoring Policy to apply to all students enrolled in CPCS.

METHODS OF VIRTUAL PROCTORING

The use of virtual proctoring applies to local assessments, state assessments, and semester final exams under the following guidelines. Other school assessments do not require proctoring and are completed by the student independently, unless otherwise specified. All proctoring at CPCS is done virtually unless otherwise required.

Virtual proctoring is administered via the school’s virtual proctoring rooms or system platforms, including the use of secure browsers on school supplied technology. Students will be informed in advance of the proctoring procedures and system platform to be used for the proctoring session. Students are required to use school supplied technology and appropriate login information to join virtual proctoring sessions.

Virtual proctoring must be facilitated by a qualified CPCS staff member. CPCS proctors consist of teachers, administrators, and other designated trained staff members exclusively. CPCS proctors complete all necessary and state required proctor training prior to administering assessments. Parents/guardians are prohibited from serving as proctors. The student’s teacher of record will arrange all proctoring and share proctoring information with the student and their parent/guardian in advance. The teacher of record may or may not be the session proctor during an assessment.

Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request an individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible.

INSTRUCTION

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VIRTUAL PROCTORING POLICY

Local Assessments

Students in grades 2-11 must have their local assessments proctored by a CPCS staff member using the local assessment designated secure browser. No outside materials or resources may be used on local assessments.

State Assessments

When permitted by the state, CPCS chooses to administer all required state assessments, such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), virtually. These assessments will be administered by a trained CPCS staff member using state required secure testing browsers. No outside materials or resources may be used on state assessments.

Final Exams

All A-G aligned and other school-specified course final exams for students in grades 9-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room platform with web camera functionality. Students may use course notes (digital and paper) on final exams.

VIRTUAL PROCTORING PROCEDURES

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed within the student to adhere to all virtual proctoring procedures. Failure for students and/or parents or guardians to comply with these procedures will result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

Local Assessments

Prior to the Assessment Proctoring Session:

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1. The proctor will follow all school directives to create their local assessment testing session with all scheduled tests within the local assessment testing system.
2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

During the Assessment Proctoring Session:

1. The proctor
 - a. will open the secure testing session and generate the session password.
 - b. will email the session password and other pertinent information to the student.
 - c. will confirm the identity and authorized use of students as they join the testing session.
 - d. will actively monitor student engagement and completion of the assessment using test session tools, including rapid guessing monitoring.
 - e. will verify assessment completion in the testing system.
2. The student
 - a. will record the testing session password before opening the secure testing browser.
 - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
 - c. will have testing space and work area cleared, except for scratch paper.
 - d. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
 - e. may take breaks as needed.
 - f. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
 - g. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
 - h. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
3. The parent/guardian

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

- a. may be present in the home/room student is in during testing.
- b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
- c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
- d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
- e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

State AssessmentsPrior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
 - a. will launch the secure testing session using the state-required system platform.
 - b. will confirm the identity and authorized use of students as they join the testing session.

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

- c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
 - d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
 - e. will actively monitor student engagement and completion of the assessment using designated test session tools.
 - f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.
3. The student
- a. will record testing session access information prior to opening the secure testing browser.
 - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
 - c. will keep their webcam on and show their entire face for the entire duration of the test session.
 - d. will be fully dressed in school-appropriate attire.
 - e. will not have or use any paraphernalia or other inappropriate items while on camera.
 - f. will have testing space and work area cleared, except for scratch paper.
 - g. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
 - h. may take breaks as needed.
 - i. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
 - j. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
 - k. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
4. The parent/guardian
- a. may be present in the home/room student is in during testing.

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- b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
- c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
- d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
- e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

Final ExamsPrior to Assessment:

1. The teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
 - a. confirm that the student has accessed the proctoring room using their required school account credentials.
 - b. confirm the exam to be taken.
 - c. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
 - d. will monitor that the student remains on camera for the duration of the test.
 - e. will actively monitor the entire assessment and student engagement.
 - f. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
 - g. will remove student access to any assessment a student does not finish during that session.

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VIRTUAL PROCTORING POLICY

2. The student
 - a. will keep their webcam on and show their entire face for the entire duration of the test session.
 - b. will be fully dressed in school appropriate attire.
 - c. will not have or use any paraphernalia or other inappropriate items while on camera.
 - d. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
 - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
 - f. may take breaks as needed.
 - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
 - h. may not use a cell phone or other electronic devices other than their school provided authorized technology during the assessment.
 - i. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - j. will notify the proctor when they have completed the assessment for verification prior to leaving the virtual room proctoring room.
3. The parent/guardian
 - a. may be present in the home/room student is in during proctoring.
 - b. may only provide technical assistance to support a student opening the proctoring meeting room.
 - c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
 - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - e. may contact the proctor or teacher of record on behalf of the student regarding all assessment concerns and support needs.
- 4.

INSTRUCTION

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VIRTUAL PROCTORING POLICY

Students with IEPs or 504 Plans

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY

CPCS expects all students to uphold academic integrity in the work they complete. Any violations to the virtual proctoring procedures outlined in this policy is considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

If academic dishonesty is expected during a proctoring session, the proctor will suspend the student's proctoring session and trigger an administrator evaluation as outlined in the Academic Integrity Policy.

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “School”).

~~CPCS~~California Pacific Charter Schools (“CPCS” or “Charter School”) adopts this Virtual Proctoring Policy to apply to all students enrolled in CPCS. ~~Virtual proctoring must be facilitated by a CPCS teacher or other qualified staff member.~~

METHODS OF VIRTUAL PROCTORING

The use of virtual proctoring applies to local assessments, state assessments, and semester final exams under the following guidelines. Other school assessments do not require proctoring and are completed by the student independently, unless otherwise specified. ~~The following guidelines apply to students enrolled in CPCS.~~ All proctoring at CPCS is done virtually unless otherwise required.

Virtual proctoring is administered via the school’s virtual proctoring rooms or system platforms, including the use of secure browsers on school supplied technology. Students will be informed in advance of the proctoring procedures and system platform to be used for the proctoring session. Students are required to use school supplied technology and appropriate login information to join virtual proctoring sessions.

Virtual proctoring must be facilitated by a qualified CPCS staff member. CPCS proctors consist of teachers, administrators, and other designated trained staff members exclusively. CPCS proctors complete all necessary and state required proctor training prior to administering assessments. Parents/guardians are prohibited from serving as proctors. The student’s teacher of record will arrange all proctoring and share proctoring information with the student and their parent/guardian in advance. The teacher of record may or may not be the session proctor during an assessment.

Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request ~~and arrange~~ individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible.

INSTRUCTION**6050-CPCS**

VIRTUAL PROCTORING POLICY**Local Assessments**

Students in grades 2-11 must have their local assessments proctored by a CPCS staff member using the **local assessment designated** secure ~~proctoring~~ browser. No outside materials or resources may be used on local assessments.

State Assessments

When permitted by the state, CPCS chooses to administer all required state assessments, such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), virtually. These assessments will be administered by a trained CPCS staff member using state required secure testing browsers. No outside materials or resources may be used on state assessments.

Final Exams

All A-G aligned and other school-specified course final exams for students in grades 9-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room platform with web camera functionality. ~~Students in grades 9-12 must have all A-G course final exams proctored by a CPCS teacher. An outside proctor other than the parent/guardian may be used if a proctoring affidavit is on file.~~ Students may use course notes (digital and paper) on final exams.

~~**TEACHER-VIRTUAL PROCTORING PROCEDURES**~~

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed within the student to adhere to all virtual proctoring procedures. Failure for students and/or parents or guardians to comply with these procedures will result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

Local AssessmentsPrior to the Assessment Proctoring Session:

1. The proctor will follow all school directives to create their local assessment testing session with all scheduled tests within the local assessment testing system.
2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

During the Assessment Proctoring Session:

1. The proctor
 - a. will open the secure testing session and generate the session password.
 - b. will email the session password and other pertinent information to the student.
 - c. will confirm the identity and authorized use of students as they join the testing session.
 - d. will actively monitor student engagement and completion of the assessment using test session tools, including rapid guessing monitoring.
 - e. will verify assessment completion in the testing system.
2. The student
 - a. will record the testing session password before opening the secure testing browser.
 - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
 - c. will have testing space and work area cleared, except for scratch paper.
 - d. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
 - e. may take breaks as needed.
 - f. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

- g. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
 - h. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
3. The parent/guardian
- a. may be present in the home/room student is in during testing.
 - b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
 - c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
 - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

State AssessmentsPrior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

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VIRTUAL PROCTORING POLICY

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
 - a. will launch the secure testing session using the state-required system platform.
 - b. will confirm the identity and authorized use of students as they join the testing session.
 - c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
 - d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
 - e. will actively monitor student engagement and completion of the assessment using designated test session tools.
 - f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.
3. The student
 - a. will record testing session access information prior to opening the secure testing browser.
 - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
 - c. will keep their webcam on and show their entire face for the entire duration of the test session.
 - d. will be fully dressed in school-appropriate attire.
 - e. will not have or use any paraphernalia or other inappropriate items while on camera.
 - f. will have testing space and work area cleared, except for scratch paper.
 - g. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
 - h. may take breaks as needed.
 - i. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

- j. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
 - k. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
4. The parent/guardian
- a. may be present in the home/room student is in during testing.
 - b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
 - c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
 - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

Final Exams

~~Applies to students in the Online and Independent Home Study programs.~~

Prior to Assessment:

1. The ~~t~~Teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The ~~t~~Teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
 - a. confirm that the student has accessed the proctoring room using their required school account credentials.
 - b. confirm the exam to be taken.~~record the proctoring session using virtual room tools as applicable~~

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- c. ~~will verify the student's identity using a photo ID, birth certificate, prior knowledge of student from face to face interactions, or other appropriate documentation means prior to giving student access to the assessment~~
 - d. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
 - e. will monitor that the student remains on camera for the duration of the test. ~~will ensure that the student's entire face and immediate surroundings are visible on camera during the entire assessment prior to giving student access to the assessment.~~
 - f. ~~will ensure student can share their screen and that the screen remains shared during the session~~
 - g. ~~will ensure volume is turned on so that everything can be heard throughout the assessment~~
 - h. will actively monitor the entire assessment and student engagement.
 - i. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
 - j. will remove student access to any assessment a student does not finish during that session.
2. The student
- a. will keep their webcam on and show their entire face for the entire duration of the test session.
 - b. will be fully dressed in school appropriate attire.
 - c. will not have or use any paraphernalia or other inappropriate items while on camera.
 - d. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
 - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
 - f. may take breaks as needed.
 - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.

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- h. may not use a cell phone or other electronic devices other than their school provided authorized technology during the assessment. ~~may not receive any outside assistance on the assessment, including reading of questions, help with sounding out words, etc.~~
 - i. ~~may take breaks as needed~~
 - j. ~~may not use a cell phone or other electronic device during the assessment~~
 - k. ~~will have all other browsers and tabs closed, except for virtual notes on final exams or will utilize the secure browser functionality as required by the assessment being given~~
 - l. ~~will have desk cleared, except for scratch paper and paper notes on final exams~~
 - m. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - n. will notify the ~~proctor teacher~~ when they have completed the assessment for verification prior to leaving the virtual room ~~proctoring room~~.
3. ~~Parent/guardian may be present in home/testing location, but may not assist with assessment other than to help with technology~~
- ~~4. The parent/guardian~~
- a. may be present in the home/room student is in during proctoring.
 - b. may only provide technical assistance to support a student opening the proctoring meeting room.
 - c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
 - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
 - e. may contact the proctor or teacher of record on behalf of the student regarding all assessment concerns and support needs.
5. ~~In the event that a family does not adhere to these guidelines, an alternative proctoring session will need to be scheduled to allow enough time for the test(s) to be completed within the assessment window~~

Students with IEPs or 504 Plans

INSTRUCTION**6050-CPCS****VIRTUAL PROCTORING POLICY**

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY

CPCS expects all students to uphold academic integrity in the work they complete. Any violations to the virtual proctoring procedures outlined in this policy is considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

If academic dishonesty is expected during a proctoring session, the proctor will suspend the student's proctoring session and trigger an administrator evaluation as outlined in the Academic Integrity Policy.

First incident:¶¶

- ~~1. If a student is suspected of academic dishonesty or receiving inappropriate support on a proctored assessment: ¶¶~~
 - ~~a. The assigned administrator will evaluate all incidents of academic dishonesty and determine the appropriate course of action. ¶¶~~
 - ~~b. The proctor teacher will: ¶¶~~
 - ~~i. immediately stop or block the student's assessment and document on the proctoring sheet ¶¶~~
 - ~~ii. notify the student's teacher(s), parent/guardian and the assigned administrator ¶¶~~
 - ~~iii. setup or reach out to the homeroom teacher to setup an academic dishonesty meeting with the parent and student to review consequences ¶¶~~
 - ~~c. The student will: ¶¶~~
 - ~~i. attend a conference with their teacher to discuss the infraction and assessment expectations ¶¶~~
 - ~~ii. If it was a local assessment, be required to retake the subject of the assessment in which the academic dishonesty took place with the teacher as the proctor ¶¶~~

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- ~~iii. If it was a final exam, receive 0 points and no opportunity to redo the assessment ¶~~

Second incident: ¶

- ~~1. If a student is suspected of academic dishonesty or receiving inappropriate support a second time on the same assessment or course: ¶~~
 - ~~a. The assigned administrator will evaluate all incidents of academic dishonesty and determine the appropriate course of action. ¶~~
 - ~~b. The proctor teacher will: ¶~~
 - ~~i. immediately stop or block the student's assessment and document on the proctoring sheet ¶~~
 - ~~ii. notify the student's teacher(s), parent/guardian and the assigned administrator ¶~~
 - ~~iii. setup or reach out to the homeroom teacher to setup an academic dishonesty meeting with the designated administrator, parent, and student to review consequences ¶~~
 - ~~c. The student will: ¶~~
 - ~~i. If it was a local assessment, be required to retake the subject of the assessment in which the academic dishonesty took place with the teacher as the proctor ¶~~
 - ~~ii. If it was a final exam in the same course, receive 0 points on the exam and an F in the course ¶~~

Students with Special Education and 504 Plans ¶

~~If the student is an identified Special Education student, including a student with an Individual Education Plan (IEP) or a 504 Plan (504), the teacher will notify the student's case manager along with the designated administrator, and comply with all provisions of applicable law in addressing any student conduct concerns, including cheating. ¶~~

Grievance Procedure ¶

~~The following procedure is established to ensure that the student's or the parent/guardian's grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, gender identity, national origin, or religion. ¶~~

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~~Student/Parent/Guardian Disagrees ¶¶~~

~~If a student or parent/guardian is accused of cheating, inappropriate support, or other forms of academic dishonesty and the student or parent/guardian disagrees: ¶¶~~

- ~~1. The student and parent/guardian will address the assigned school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate. ¶¶~~
- ~~2. The designated school administrator will investigate and respond with a written determination within ten (10) school working days of receiving the grievance. ¶¶~~
- ~~3. If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the school superintendent governing board. ¶¶~~
- ~~4. The superintendent board shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the superintendent board will be accomplished by a vote of a simple majority and the decision shall be final. ¶¶~~

INSTRUCTION**6055-CPCS****ADEQUATE PROGRESS POLICY**

CalPac is committed to student success. Our program strives to support students in completion of course work for the purpose of making adequate academic progress toward earning a high school diploma within the established 4 year graduation cohort. In order to support students toward this goal, CalPac enlists and maintains the following adequate progress policy.

ADEQUATE PROGRESS OVERVIEW

Each student will be evaluated for adequate progress by the student's homeroom teacher, according to the appropriate criteria, each learning period. Students found to not be making adequate academic progress toward completion of courses will receive a status of inadequate progress.

LEARNING PERIOD EVALUATIONS

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

COMMUNICATION AND NOTIFICATIONS

Students not making adequate academic progress will be notified by email from the school coordinator, by mail through the school office and will receive a phone call from the homeroom teacher.

INADEQUATE PROGRESS CONTRACT

Students achieving status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

REQUIRED CONFERENCES/MEETINGS

Students placed on inadequate progress contracts will be required to attend a meeting with the home room teacher within 2 weeks of the contract date. Failure of the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

MTSS/PBIS

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic supports and interventions.

ACADEMIC PROBATION

Students who maintain a status of inadequate progress through the duration of one semester will be placed on academic probation for the following semester.

INVOLUNTARY STUDENT REMOVAL/ WITHDRAW

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An evaluation will be conducted by school administration for students who are not able to show adequate academic progress by the end of the semester in which they are on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite efforts made by the school to support the student's academic success, the student may be ****involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary withdrawal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

*****AB 1360 (The Charter shall) "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 school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses."***

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil's removal.

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:

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- a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved [charter document reference].
 - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
 5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ADEQUATE PROGRESS – STUDENT EXPECTATIONS

All students are expected to meet the following requirements during each Learning Period:

Traditional Program: Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Credit Recovery Program: Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Ade

Students aged 19 years through 22 years: In order to count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the following conditions established within Ed Code:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and,

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without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

INADEQUATE PROGRESS PROCESS AND STEPS**Learning Period 1:**

Students with inadequate academic progress status at the end of the first learning period will receive an email notification from the school coordinator, a letter from the school office and a phone call from the homeroom teacher notifying the adult student or student and parent/guardian of the inadequate progress status.

Reaching status of inadequate academic progress for the first learning period will serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

Learning Period 2:

Students not meeting the guidelines for adequate academic progress by the end of a second learning period will be notified and will be required to attend a student/parent conference with the student's homeroom teacher. Conferences should be scheduled with the homeroom teacher within 2 weeks time from the end of the second learning period. The purpose of the student/parent/teacher meeting is to review the student's academic progress and the school's policy on adequate academic progress.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. Students will receive a mid-semester progress report before the end of the third learning period.

*Examples of interventions may include more frequent progress monitoring, discussing of student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

**An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or*

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encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).

Learning Period 3:

At the end of the third learning period, if the student is still designated as having status of inadequate progress, the student and parent will receive a notification along with a warning that the student is in danger of being placed on academic probation. The student will have the fourth learning period to show that adequate academic progress can be achieved with supports and interventions.

Learning Period 4: (End of Semester)

If, at the end of a fourth learning period (also the end of a semester), the student has not made adequate academic progress, the student will be placed on academic probation for the following semester. Frequent progress monitoring and communication with the student and parents will continue throughout the second semester. MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, administrators or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs. Students who are not able to show adequate academic progress in two (2) semesters time may be subject to ****withdrawl** from the program citing that it is not in the best interest of the student to remain in the independent study program.

Subsequent Semester of Academic Probation

Students who have maintained a status of inadequate progress, for the duration of one semester, will be placed on academic probation for the subsequent semester. The student’s educational team will continue to engage the student in best educational practices and interventions to work toward achieving academic progress each learning period. Students who are not able to make academic progress in a semester in which they are on academic probation may be involuntarily removed from the program.

INADEQUATE PROGRESS-- CHECKLIST

- Any student not making adequate progress for one learning period, as defined by their program criteria, will be notified by the program coordinator, the school office and the homeroom teacher.
- Any student who has two learning periods of inadequate progress status is required to attend a meeting with the homeroom teacher and or other school personnel for the purpose of the student being placed on an academic contract and to discuss possible supports and or interventions to move the student toward academic progress.
- Students who maintain status of inadequate progress through an entire semester will be placed on academic probation by a school administrator for the duration of the

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following semester.

- Students who maintain a status of inadequate progress for two semesters may be involuntarily removed from the school.

- The homeroom teacher, along with other school personnel, will document all steps taken for a student in the adequate progress process. Homeroom teachers will document actions and communications in the student information system (SIS) and will oversee the steps and processes outlined by the adequate progress policy.

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California Pacific Charter Schools (CPCS) is committed to student success. Our program strives to support students in completion of course work for the purpose of making adequate academic progress toward one year’s worth of academic growth or earning a high school diploma within the established 4 year graduation cohort. In order to support students toward this goal, and in accordance with independent study law and the Charter School’s independent study policy, CPCS enlists and maintains the following adequate progress policy.

ADEQUATE PROGRESS OVERVIEW

Each student will be evaluated for adequate progress by the student’s homeroom teacher, according to the appropriate criteria, each learning period. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:

- a. In the event that 10 graded assignments are missed in a learning period (approximately 20 school days).
- b. In the event that a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers 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.

Students found to not be making adequate academic progress toward completion of courses will receive a status of inadequate progress. Students who do not make adequate progress for (4) Learning Periods will be placed on Academic Probation. An evaluation will be triggered for students who continue to not make adequate progress while on status of academic probation.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to

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remain enrolled in the independent study program, the Charter School will follow procedures outlined in the attendance and involuntary removal policy.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with their district and county of residence's contact information.

LEARNING PERIOD EVALUATIONS

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

COMMUNICATION AND NOTIFICATIONS

Students not making adequate academic progress will be notified by email from the school coordinator, by mail through the school office and will receive a phone call from the homeroom teacher.

INADEQUATE PROGRESS CONTRACT

Students achieving status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

REQUIRED CONFERENCES/MEETINGS

Students placed on inadequate progress contracts will be required to attend a meeting with the home room teacher within 2 weeks of the contract date. Failure of the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration. **Students placed on adequate progress for three (3) or more learning periods will be required, along with a parent/guardian, to meet with school administration.**

MTSS/PBIS

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic support and interventions.

ACADEMIC PROBATION

Students who maintain a status of inadequate progress **for four (4) learning periods will be placed on academic probation. ~~through the duration of one semester will be placed on academic probation for the following semester.~~** Students who are not able to show adequate academic progress in the learning period after being placed on academic probation may be subject to **** involuntary removal from the program citing that it is not in the best interest of the student to remain in the independent study program.**

The status of academic probation may carry over from the end of one school year to the beginning of the following school year. A student may exit the status of academic probation by

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making adequate progress for two consecutive learning periods following the learning period in which the student was placed on academic probation.

INVOLUNTARY STUDENT REMOVAL/ WITHDRAW

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress ~~by the end of the semester in which they are~~ for two consecutive learning periods after being placed on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that the student has failed to make adequate progress toward one year's worth of academic growth or earning a high school diploma, despite efforts made by the school to support the student's academic success, the student may be **involuntarily removed from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

****AB 1360 (The Charter shall) "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 school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses."**

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil's removal.

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or

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adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.

3. If Parent(s)/Guardian or adult student requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved [charter document reference].
 - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ADEQUATE PROGRESS – STUDENT EXPECTATIONS

All students are expected to meet the following requirements during each Learning Period:

Traditional and Independent Home Study Programs: Student expectations are as follows:

1. Complete ~~100%~~ 90% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards mastering grade level content or towards earning a high school diploma each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Credit Recovery and Foundations Programs: Student expectations are as follows:

1. Complete ~~100%~~ 90% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Students aged 19 years through 22 years: In order to count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the following conditions established within Ed Code:

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(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

INADEQUATE PROGRESS PROCESS AND TIERED ENGAGEMENT STRATEGIES**Learning Period 1: First Period of Inadequate Progress:**

Students with inadequate academic progress status at the end of ~~the~~ a first learning period will receive an email notification from the school coordinator, a letter from the school office and a phone call from the homeroom teacher notifying the adult student or student and parent/guardian of the inadequate progress status.

Reaching status of inadequate academic progress for ~~the~~ a first learning period will serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

Learning Period 2: Second Period of Inadequate Progress:

Students not meeting the guidelines for adequate academic progress by the end of a second learning period will be notified and will be required to attend a student/parent conference with the student's homeroom teacher. Conferences should be scheduled with the homeroom teacher within 2 weeks time from the end of the second learning period **of inadequate progress**. The purpose of the student/parent/teacher meeting is to review the student's academic progress and the school's policy on adequate academic progress.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. ~~Students will receive a mid-semester progress report before the end of the third learning period.~~

*Examples of interventions may include more frequent progress monitoring, discussion of student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

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**An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).*

Learning Period 3- Third Period of Inadequate Progress:

At the end of ~~the a~~ third learning period, if the student is still designated as having status of inadequate progress, the student and parent will receive a notification along with a warning that the student is in danger of being placed on academic probation. The student will have ~~the a~~ fourth learning period to show that adequate academic progress can be achieved with supports and interventions.

Learning Period 4: Fourth Period of Inadequate Progress:

If, at the end of a fourth learning period, the student has not made adequate academic progress, the student will be placed on academic probation for the following semester. Frequent progress monitoring and communication with the student and parents will continue throughout ~~the period of academic probation second semester~~. MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, administrators or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs. Students who are not able to show adequate academic progress in ~~two (2) semesters time the learning period after being placed on academic probation~~ may be subject to **** involuntary** removal from the program citing that it is not in the best interest of the student to remain in the independent study program.

Subsequent Semester of Academic Probation

~~Students who have maintained a status of inadequate progress, for the duration of one semester, will be placed on academic probation for the subsequent semester. The student’s educational team will continue to engage the student in best educational practices and interventions to work toward achieving academic progress each learning period.~~

~~An evaluation will be conducted by school administration for students who are not able to show adequate academic progress in the semester in which they are on academic probation to determine whether it is in the student’s best interest to remain enrolled in the school’s independent study program. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.~~

~~Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Charter School will follow procedures outlined in the attendance and involuntary removal policy.~~

INSTRUCTION

6055-CPCS

ADEQUATE PROGRESS POLICY

INSTRUCTION**6060-CPCS****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY****Request for Initial Evaluation**

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

1. Such initial evaluation shall consist of procedures to determine whether a student qualifies for special education services within 60 days of receiving parental/guardian consent for the evaluation and to determine the educational needs of the student.
2. Exception- The relevant time-frame shall not apply to California Pacific Charter Schools (“CPCS”) if:
 - a. a student enrolls in CPCS after the relevant timeframe has begun and prior to a determination by the student’s previous local educational agency (“LEA”) as to whether the student qualifies for special education services but only if CPCS is making sufficient progress to ensure prompt completion of the evaluation, and the parent/guardian and CPCS agree to a specific time when the evaluation will be completed;
 - b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation.

When a teacher or staff member receives a written request from a parent/guardian for a formal special education assessment, the teacher or staff member should forward the request to the Assistant Director of Special Education immediately.

Upon receipt of the request:

1. The SPED department acknowledges receipt of formal assessment request
- 2.
3. The SPED department will communicate to the parent/guardian that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the Request for a Special Education Referral meeting.
4. The parent/guardian will hear from the SPED department as to whether or not the Assessment Plan (“AP”) will be developed within 15 days from the date of the written request from the parent/guardian.
5. If an AP is generated and once the AP is signed by the parent/guardian and returned to the SPED department , the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan (“IEP”) meeting.

The SPED department will contact the parent/guardian in accordance with the required timelines.

INSTRUCTION**6060-CPCS****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY****Request for Initial Evaluation**

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

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 - b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation.

When a teacher or staff member receives a written request from a parent/guardian for a formal special education assessment, the teacher or staff member should forward the request to the Assistant Director of Special Education immediately.

Upon receipt of the request:

1. The SPED department acknowledges receipt of formal assessment request
2. ~~The Assistant Director of Special Education or designee will schedule a “Request for Special Education Referral Meeting”.~~¶
 - ~~a. The meeting will be scheduled within 5-8 days of request.~~¶
 - ~~b. During the meeting, areas of concern will be discussed.~~¶
 - ~~c. During the meeting, strategies and supports already attempted will be discussed.~~¶
3. ~~Additional strategies and supports will be discussed, and if agreed to, implemented prior to an assessment plan being sent. If parent agrees a follow up SST meeting will be scheduled, to support the student during the 60 day timeline.~~
4. The SPED department will communicate to the parent/guardian that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the Request for a Special Education Referral meeting.
5. The parent/guardian will hear from the SPED department as to whether or not the Assessment Plan (“AP”) will be developed within 15 days from the date of the written request from the parent/guardian.

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6060-CPCS

SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

6. If an AP is generated and once the AP is signed by the parent/guardian and returned to the SPED department , the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan (“IEP”) meeting.

The SPED department will contact the parent/guardian in accordance with the required timelines.

INSTRUCTION**6065-CPCS****SPECIAL EDUCATION MISSED SERVICES POLICY**

The Special Education (“SPED”) department of California Pacific Charter Schools (“CPCS” or the “Charter School”) is required to provide a Free and Appropriate Education (“FAPE”) to all SPED students. The purpose of this policy is to outline the steps that will be taken by the SPED department if the parent/guardian and student responsibilities are not fulfilled per a signed Individualized Education Plan (“IEP”).

The following process will be followed when a SPED student is not attending their SPED and/or related service(s). A “no show” is a cancellation with less than 24 hours notice to the SPED provider.

1. Case manager and/or service provider will keep track via a contact log of how many no-shows to a SPED and/or related service(s) a student has accumulated.
2. Once a student accumulates three (3) no-shows to SPED and/or related service(s), the case manager will contact a program specialist, and the SPED provider will email the student’s case manager with dates of services missed. SPED administration contacts parent/guardian to discuss the reason(s) for missed services. SPED administrator will confirm with parent/guardian the date/time of the next scheduled SPED and/or related service(s) to ensure student attendance.
3. A FAPE IEP is held after a total of five (5) no-shows to services. During the FAPE IEP meeting, the SPED administrator will discuss FAPE with the parent/guardian along with the IEP teams concerns and the following available options:
 - a. Parent/guardian can ensure student attends SPED and/or related service(s) and CPCS will continue to monitor compliance. SPED administrator will discuss options with parent/guardian to ensure attendance at SPED and/or related services such as switching the date/time of service and/or delivery model (virtual or in-person).
 - b. Parent/guardian can choose to enroll student in a traditional brick and mortar school where the student would be ensured access to FAPE.
 - c. CPCS can file due process to ensure student is receiving FAPE.
4. Subsequent missed services following a FAPE IEP will result in a referral to the SARB (student attendance review board) for an evaluation on whether it is in the student’s best interest to remain in CPCS’s independent study program.
5. If the SARB determines that it is not in the student’s best interest to remain in the independent study program, an additional IEP meeting will be held with parent/guardian to discuss issues of the student not attending SPED and/or related services. The IEP Team will be tasked with determining if the absences are a manifestation of the student’s disability and if the student will engage in the involuntary student removal process.
6. If a change of placement is determined by the IEP team, parent/guardian consent would

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6065-CPCS

SPECIAL EDUCATION MISSED SERVICES POLICY

be required. CPCS cannot voluntarily withdraw a student without parent/guardian consent. If the IEP team determines that absences and missed services are not a manifestation of the student's disability, CPCS administration will take the steps to involuntarily withdraw the student citing that it is not in the student's best interest to remain in the independent study program.

7. If the parent/guardian is not in agreement with the decision to involuntarily withdraw the student, within 5 calendar days of the date of the involuntary withdraw notification, the parent/guardian can submit a written request for an appeal hearing.

INSTRUCTION**6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

The purpose of this policy is to outline the steps that will be taken by California Pacific Charter Schools (“CPCS”) Special Education (“SPED”) department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation (“IEE”) subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency (“LEA”) and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area (“SELPA”).

Policy and Procedures

Parent/guardian(s) of a student with a disability have the right to an IEE subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term “evaluation” includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to CPCS or inform CPCS at an Individualized Education Plan (“IEP”) meeting that they:

1. Disagree with the LEA’s evaluation and
2. Are requesting an IEE at public expense.

CPCS may ask for the parent/guardian(s) reason(s) for disagreeing with CPCS’s evaluation, but the parent/guardian is not required to provide those reasons. CPCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by CPCS, this would not be considered an IEE and CPCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by CPCS and to the withdrawal of the IEE request pending the completion of the new assessment completed by CPCS. CPCS should ask the parent/guardian to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by CPCS.

If the parent/guardian does not agree to another evaluation completed by CPCS, CPCS must respond to the parent/guardian’s request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. CPCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a

INSTRUCTION**6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by CPCS.

Responding to an IEE Request

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by CPCS and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

1. CPCS Executive Director and CPCS Program Specialist will be notified.
2. CPCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

- a. A staff member from another LEA in the SELPA
 - b. A staff member from another SELPA
 - c. A non public agency provider
 - d. A provider on the SELPA IEE list
3. The parent/guardian(s) will communicate to CPCS, in writing, their preferred option; OR
 4. CPCS will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

If CPCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, CPCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If CPCS agrees to provide an IEE at public expense, CPCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively, the parent/guardian may provide, in writing, their preferred evaluator(s). CPCS and the parent/guardian may utilize the Agreement for IEE form and/or the parent/guardian will be required to sign a release and exchange of information authorizing CPCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: a CPCS assessment plan is NOT completed because CPCS is not conducting the assessment and is not

INSTRUCTION**6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

responsible for the timelines and/or results of the IEE assessments.

CPCS may directly contract with the independent evaluator for the IEE. Alternatively, CPCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or CPCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with CPCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian.

If CPCS initiates a due process hearing and the hearing officer issues a final decision finding that the CPCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at CPCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at CPCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than CPCS and shares the IEE with CPCS, the results of the IEE:

1. Must be considered by CPCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that CPCS uses when it initiates an evaluation.

If CPCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the CPCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

CPCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, CPCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

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Evaluators will be located within Orange, San Diego, Riverside, San Bernardino or Los Angeles Counties. Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist

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Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Health (including neurological)	Licensed Physician Nurse
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Occupational Therapy	Licensed Occupational Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Functional Vision	Credentialed Teacher of the Visually Impaired
Vision Perception	Credentialed Special Education Teacher School Psychologist
Transition	Credentialed Special Education Teacher

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that CPCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the

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suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	\$800.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	\$1,000.00
Autism/Behavior (ABA) with observation / data collection	\$1,500.00
Behavioral - functional behavior analysis (FBA) Conducted by Board Certified Behavior Analyst (BCBA)-all Costs Inclusive	\$2,000.00
Auditory Acuity or Perception	\$350.00
Auditory Verbal Therapy	\$1,500.00
CAPD (Central Auditory Processing)	\$1,500.00
DHOH (Deaf and Hard of Hearing)	\$2,500.00
Occupational Therapy (fine/gross motor skills)	\$1,500.00
Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$4,000.00

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Speech & Language	\$1,500.00
Social-emotional	\$750.00
Visual Acuity & Perception	\$350.00
Visual Processing	\$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable CPCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. CPCS will not necessarily be required to fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, CPCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s) including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent/guardian is willing to have CPCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide prior to the IEP meeting a written IEE assessment report, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices including dates of assessment, observations and hourly rates, if applicable, to CPCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other mode of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and

INSTRUCTION**6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control CPCS's determinations and may not be considered if not completed by a qualified professional, as determined by CPCS. CPCS should consider contracting with a Nonpublic Nonsectarian ("NPA") for both assessment and services could compromise the reliability of the assessment performed.

References

Legal Authority:

20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational

evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations;

Comments to 34 CFR 300.502 Independent education

evaluations; Education Code section 56327;

34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of

eligibility; Education Code 56329-Independent educational

assessments;

Education Code 56381 Reassessments.

Education Code 56329 Notice to parents or guardians; independent educational

assessments; hearings; proposals for publicly financed nonpublic placements

Education Code 56506(c) Due process rights of pupil and parent

INSTRUCTION**6075-CPCS****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

The purpose of this policy is to develop a non-diploma pathway to graduation allowing students with Individualized Education Plans (“IEP”) who have significant cognitive disabilities, to earn a Certificate of Completion (“COC”) from California Pacific Charter Schools (“CPCS”) based on federal and state mandates/legislation and California Department of Education (“CDE”) requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation related activities.

The U.S. Department of Education states, “...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class.” Additionally, state-defined alternate diplomas are permitted to be offered under the Every Student Succeeds Act (ESSA), Pub. L. No. 114- 95 § 114 Stat. 1177 (2015-2016). Guidance from the U.S. Department of Education concerning eligibility states: “Only a student with the most significant cognitive disabilities is eligible for a State-defined alternate diploma, and only if the student has taken the State’s alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the Elementary and Secondary Education Act (“ESEA”) and met any other State-defined requirements. (ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb); 34 C.F.R. § 200.34(c)(3))”

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency (“LEA”). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)
3. Two courses/years in science, including biological and physical sciences
4. Three courses/years in social studies, including United States history and geography; world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
7. Other coursework adopted by the local governing board of the LEA

INSTRUCTION**6075-CPCS****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

However, students and families who are considering opting for a COC should consider the following limitations may and/or will apply:

1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

CPCS will ensure that its COC pathway has an effective, research based curriculum that includes life skills. Curriculum will be provided at a student's independent level with access to grade level general education curriculum and standards. The total number of credits required for a student who is working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by CPCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would

INSTRUCTION**6075-CPCS**

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be eligible to participate.

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education (“FAPE”) eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so through the age of 22. There are two events that end the school’s responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). The IEP team will issue notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.

Federal law requires schools to provide “specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability.” The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

INSTRUCTION**6095-CPCS**

REPEATED COURSES POLICY

California Pacific Charter Schools (“CPCS”) adopt this Repeated courses Policy to apply to all students at CPCS.

California Pacific Charter Schools emphasize student achievement and success. There are times when students do not earn the grade they expect and they need or want to retake the course for a better grade. We allow students to repeat courses with certain provisions.

Students may repeat failed courses if they earned a grade of D or F. The previous lower grade and credits will be excluded from the grade point average (GPA) calculation. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Students may only earn credit for the course once. Courses that have earned a grade of C or better cannot be repeated for higher GPA. Repeated courses will be indicated on the transcript.

The guidelines above are used to calculate the CPCS official GPA. For students applying for college admission, financial aid and various scholarships, a GPA may be reported that is based on criteria different from that used to determine the CPCS Official GPA. Thus, the CPCS Official GPA may not be applicable.

Special Requirements for Repeating Failed A Sections of Year Long Courses

Students who fail the "A" section of the courses listed below cannot move on to the "B" section until the "A" section is passed. When students fail the "A" section, they will be switched to a different course or will retake the "A" section of the course the following semester.

1. All High School Mathematics Courses
2. All CTE courses
3. All Foreign Language Courses
4. Chemistry
5. Physics

INSTRUCTION**6105/6110-CPCS**

VIRTUAL LEARNING PERIOD MEETING POLICY

California Pacific Charter Schools (“CPCS” or “Charter School”) adopt this Virtual Learning Period Meeting Policy to apply to all students enrolled in the CPCS Independent Home Study Program. Students enrolled in the CPCS Online Program participate in weekly virtual homeroom meetings in place of learning period meetings.

CPCS believes the best way to assess student learning is through in-person meetings with the teacher facilitator, student, and parent/guardian whenever possible. However, virtual Learning Period Meetings may be allowed on a case-by-case basis with the approval of the Independent Home Study Coordinator or as dictated by school health and safety requirements.

In deciding if a virtual meeting should take place in lieu of an in-person meeting, the teacher facilitator will take into consideration current school health and safety requirements, the student age, type or work and amount of work being completed, additional discussion items that need to take place at the meeting, student and parent technological capabilities, and the personality of the student and parent. Virtual meetings must be mutually agreed upon, unless mandated by the school in line with health and safety requirements at that time.

The following criteria must be met before virtual meetings may be considered:

1. The Parent/Guardian and Student must follow all policies and procedures regarding school communication, including responding to emails and other school communication within the time frame outlined in the CPCS Handbook.
2. The Parent/Guardian requested a virtual meeting within 5 days of the learning period ending.
3. The student must show adequate progression through assigned curricula, as determined by the Teacher Facilitator and any support staff.
4. The student and/or parent/guardian must be able to effectively show the Teacher Facilitator a full body of work for the LP through electronic submission of samples, teleconferencing, and/or other means.
5. The student and parent/guardian must be free from any truancy or inadequate progress notifications for the school year in which the virtual meetings are requested.
6. The student must take all required school assessments.
7. If the student is receiving services for an IEP, the student must be able to receive all services listed in the IEP while in a virtual setting, unless health and safety guidelines do not allow face to face interactions.

INSTRUCTION

6105/6110-CPCS

VIRTUAL LEARNING PERIOD MEETING POLICY

8. Both the student and parent must be available to attend and fully participate in the virtual meeting.
9. Students must be able to be on webcam to meaningfully engage with the Teacher Facilitator in a virtual setting for the length of the meeting.
10. Current health and safety guidelines from the school, county, and state do not permit face to face interactions.

*Failure to meet or adhere to the criteria above, may result in the student being denied future virtual learning period meetings.

Once the Teacher Facilitator has determined that the family has met the above criteria they may contact the Independent Home Study Coordinator and request a virtual meeting option for the family along with an explanation of why the virtual meeting is appropriate. The Independent Home Study Coordinator will review and make the final decision on virtual meetings with the exception of virtual meetings required by school health and safety mandates.

INSTRUCTION**6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

A strong correlation exists between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. California Pacific Charter Schools (CPCS) is committed to student success. In compliance with independent study law and in order to support all students in their academic achievement, CPCS maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending a non-classroom based charter school can be an exciting educational adventure. However, without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

CPCS provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than a traditional school setting. However, as a provider of public school education, CPCS must comply with state attendance regulations for non-classroom based charter schools and schools who offer independent study programs.

CONDUCTING AN EVALUATION

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study in the following circumstances: in the event that 10 graded assignments are missed in a learning period (approximately 20 school days) or in the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

ATTENDANCE MONITORING, COMMUNICATION, AND NOTIFICATIONS

Online Independent Study Program: The program expectation is that students log-in to their online coursework and complete assignments or engage in educational activities each day. A record of completed assignments/body of work is stored within the learning management system.

Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or 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; or pupils who are in violation of the written agreement pursuant to subdivision (g) will receive a notification of non-participation. Additionally, failure to complete assignments or engage in educational activities for less than three (3) days in a week will result in a truancy notification.

INSTRUCTION**6115-CPCS**

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

The Charter School has adopted tiered reengagement strategies, outlined in the School's Independent Study Policy, for all pupils who are in violation of the school's attendance policy or independent study policy. Students who are not attending school in accordance with the Charter School's independent study policy will receive a notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. Notification to parents or guardians of lack of participation or truancy will be provided within one school day of the recording of the absence(s) or lack of participation.

REQUIRED CONFERENCES/MEETINGS

Students placed on attendance contracts will be required to attend a meeting with the homeroom teacher. Failure by the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

ATTENDANCE CONTRACTS

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations.

ATTENDANCE CONTRACT VIOLATIONS

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)** and involuntary removal** from the school's independent study program. This may include an attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer arresting or assuming temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. EC 48263 and 48264.

NO SHOW OR NO ATTENDANCE FOR 10 SCHOOL DAYS

If a student enrolls in CPCS's independent study program but never attends, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program. Removal of the student will be expedited if the student is found enrolled in another school in CALPADS.

If a student enrolls in CPCS's independent study program, but at any point, fails to attend for 10 consecutive school days, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing

INSTRUCTION**6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

the student from the independent study program.

ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP

Meetings may be held for pupils that have a section 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

1. Whether the truancies were a direct manifestation of the student's disability; or
2. Whether the truancies were the direct result of the school's failure to implement the section 504 Plan or IEP (as applicable).

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

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

INVOLUNTARY STUDENT REMOVAL/WITHDRAW

An evaluation will be conducted by the school's **Student Attendance Review Board (SARB)** for students who are not able to meet expected program attendance or adequate progress requirements to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that a student continues to not meet attendance requirements, despite efforts by the school to support the student's academic success, the student may be involuntarily removed** from the program. The withdraw will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with their district and county of residence's contact information.

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 school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the appeal process before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures within the specified five days, the

INSTRUCTION**6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

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.

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school’s intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil’s removal. The notice shall include the following:

1. The school’s intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school’s discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
 - a. It will be scheduled following the school’s expulsion hearing procedures as outlined in the school’s charter.
 - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ATTENDANCE- STUDENT EXPECTATIONS*

- a. Students are expected to complete 100% of assigned course work by the given due date(s).
- b. Students are required to log in and to work on assignments in their online courses each school day. **
- c. Students are required to post in the learning log a brief summary of any work completed on or off line for the day.
- d. If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
- e. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
- f. Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.

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- g. Students must check in with their teachers on a weekly basis via phone, text message, online classroom, or email.
- h. Students are required to attend all state testing in person at a designated location.
- i. Students are expected to attend all required classes, meetings, and appointments, as determined by the program.
- j. Students are expected to attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers.

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*

***Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).*

ATTENDANCE PROCESS AND TIERED REENGAGEMENT STRATEGIES

In accordance with Education Code Section 51747, CPCS has adopted the following tiered reengagement strategies for the following pupils:

1. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or
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; or
3. Pupils who are in violation of the written agreement pursuant to subdivision (g).

In addition to the above mentioned required tiered reengagement strategies, CPCS also maintains the following attendance process and tiered reengagement strategies for students who generate attendance less than three (3) school days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity.

1. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians or adult students within one school day of the recording of the absence or lack of participation.
2. A second violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a second truancy notification and warning of issuance of an academic contract.

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ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

3. A third violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a third truancy notification and issuance of an attendance contract.

4. Students who are issued an attendance contract are required to meet with their homeroom teacher to discuss additional supports and interventions that can lead to expected school attendance in the independent study program.

5. Continued truancy and violation of an attendance contract will result in a fourth truancy notification and notification of violation of the attendance contract. A fourth truancy and violation of an attendance contract requires a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)**, which may result in an involuntary removal of the student from the independent study program.

6. A fifth violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in notification of an attendance evaluation by the school's **Student Attendance Review Board (SARB)**. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. The purpose of the attendance evaluation is to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the school's attendance evaluation determines that the student has failed to meet program attendance expectations, despite efforts made by the school to support the student's academic success, the student may be involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program.

7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP.

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

A strong correlation exists between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. California Pacific Charter Schools (CPCS) is committed to student success. In compliance with independent study law and in order to support all students in their academic achievement, CPCS maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending a non-classroom based charter school can be an exciting educational adventure. However, without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

CPCS provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than a traditional school setting. However, as a provider of public school education, CPCS must comply with state attendance regulations for non-classroom based charter schools and schools who offer independent study programs.

CONDUCTING AN EVALUATION

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study in the following circumstances: in the event that 10 graded assignments are missed in a learning period (approximately 20 school days) or in the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

~~WEEKLY—ATTENDANCE MONITORING, COMMUNICATION, AND NOTIFICATIONS AND TRUANCY NOTIFICATIONS~~

~~Student attendance is monitored on a weekly basis.~~

Online Independent Study Program: The program expectation is that students log-in to their online coursework and complete assignments or engage in educational activities each day. A record of completed assignments/body of work is stored within the learning management system.

~~Independent Home Study Program: The program expectation is that students complete standards based assignments following their course of study learning plan each day. Students record their assignment completion by filling in their learning log daily with a description of~~

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~~learning/activities for each enrolled course. A record of completed assignments/body of work is submitted weekly.~~

~~Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or 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; or pupils who are in violation of the written agreement pursuant to subdivision (g) will receive a notification of non-participation. Additionally, failure to complete assignments or engage in educational activities for less than three (3) days in a week will result in a truancy notification.~~

The Charter School has adopted tiered reengagement strategies, outlined in the School's Independent Study Policy, for all pupils who are not ~~generating attendance for more than three school days or 60 percent of the instructional days in a school week.~~ in violation of the school's attendance policy or independent study policy. Students who are not attending school in accordance with the Charter School's independent study policy will receive a notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. Notification to parents or guardians of lack of participation or truancy will be provided within one school day of the recording of the absence(s) or lack of participation.

~~COMMUNICATION AND NOTIFICATIONS~~

~~Students who are not attending school in accordance with the Charter School's independent study policy will receive a truancy notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. For all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). Students who do not attend 50% of assigned synchronous instruction within a four week period will receive a notification of non-participation. Notification to parents or guardians of lack of participation will be provided within one school day of the recording of the absence(s) or lack of participation.~~

REQUIRED CONFERENCES/MEETINGS

Students placed on attendance contracts will be required to attend a meeting with the homeroom teacher. Failure by the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

ATTENDANCE CONTRACTS

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations.

ATTENDANCE CONTRACT VIOLATIONS

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review**

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Board (SARB) and involuntary removal** from the school's independent study program. This may include an attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer arresting or assuming temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. EC 48263 and 48264.

NO SHOW OR NO ATTENDANCE FOR 10 SCHOOL DAYS

If a student enrolls in CPCS's independent study program but never attends, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program. Removal of the student will be expedited if the student is found enrolled in another school in CALPADS.

If a student enrolls in CPCS's independent study program, but at any point, fails to attend for 10 consecutive school days, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program.

ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP

Meetings may be held for pupils that have a section 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

1. Whether the truancies were a direct manifestation of the student's disability; or
2. Whether the truancies were the direct result of the school's failure to implement the section 504 Plan or IEP (as applicable).

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

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

INVOLUNTARY STUDENT REMOVAL/WITHDRAW

An evaluation will be conducted by the school's **Student Attendance Review Board (SARB)** for students who are not able to meet expected program attendance or adequate progress requirements to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that a student

INSTRUCTION**6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

continues to not meet attendance requirements, despite efforts by the school to support the student's academic success, the student may be involuntarily removed** from the program. The withdraw will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with their district and county of residence's contact information.

~~**AB 1360 (The Charter shall) "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 school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the ~~procedures specified in clause (ii)~~ appeal process before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures ~~specified in clause (ii)~~ within the specified five days, 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.

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil's removal. The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.

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3. If Parent(s)/Guardian or adult student requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's charter.
 - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ATTENDANCE- STUDENT EXPECTATIONS*

- a. Students are expected to complete 100% of assigned course work by the given due date(s).
- b. Students are required to log in and to work on assignments in their online courses each school day. **
- c. Students are required to post in the learning log a brief summary of any work completed on or off line for the day.
- d. If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
- e. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
- f. Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
- g. Students must check in with their teachers on a weekly basis via phone, text message, online classroom, or email.
- h. Students are required to attend all state testing in person at a designated location.
- i. Students are expected to attend all required classes, meetings, and appointments, as determined by the program.
- j. Students are expected to attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers.

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*

***Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).*

INSTRUCTION**6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY****ATTENDANCE PROCESS AND TIERED REENGAGEMENT STRATEGIES**

In accordance with Education Code Section 51747, CPCS has adopted the following tiered reengagement strategies for the following pupils:

1. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or
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; or
3. Pupils who are in violation of the written agreement pursuant to subdivision (g).

In addition to the above mentioned required tiered reengagement strategies, CPCS also maintains the following attendance process and tiered reengagement strategies for students who generate

~~1. Attendance of less than three (3) school days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity;~~

1. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians or adult students within one school day of the recording of the absence or lack of participation.

~~-will result in an initial truancy notification and warning. Pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g) will receive a notification of lack of participation. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians, or adult students within one school day of the recording of the absence or lack of participation.~~

2. A second violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a second truancy notification and warning of issuance of an academic contract.

3. A third violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a third truancy notification and issuance of an attendance contract.

4. Students who are issued an attendance contract are required to meet with their homeroom teacher to discuss additional supports and interventions that can lead to expected school attendance in the independent study program.

INSTRUCTION**6115-CPCS**

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

5. Continued truancy and violation of an attendance contract will result in a fourth truancy notification and notification of violation of the attendance contract. A fourth truancy and violation of an attendance contract requires a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)**, which may result in an involuntary removal of the student from the independent study program.

6. A fifth violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in notification of an attendance evaluation by the school's **Student Attendance Review Board (SARB)**. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. The purpose of the attendance evaluation is to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the school's attendance evaluation determines that the student has failed to meet program attendance expectations, despite efforts made by the school to support the student's academic success, the student may be involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program.

7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”) adopts this TK - 8th Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in California Education Code.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066.

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

ONLINE PROGRAM METHODS OF EVALUATION**TK - 2nd Grade**

1. Student’s overall academic performance in each area (ELA, math, science, social studies and physical education) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. Chapter quizzes/tests
 - d. Completion progress of online coursework
 - e. Professional judgement
2. Student’s overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:
 - 4 - Exemplary:** Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.
 - 3 - Proficient*:** Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and is able to complete assignments with appropriate amount of instruction and assistance.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. OR there is insufficient data to make a determination on progress.

**A student who earns a "3" is at grade level, and is where he/she needs to be working at this time. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.*

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

3rd - 12th Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies and high school specific courses) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. Chapter quizzes/tests
 - d. Completion progress of online coursework
 - e. Professional judgement
2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

Outstanding performance in mastering of the subject. Achievement of superior quality.

97 - 100 = A+

93 - 96 = A

90 - 92 = A-

Consistent performance in achievement beyond the usual requirement.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY****Achievement of high quality.****87 - 89 = B+****83 - 86 = B****80 - 82 = B-****Performance meets grade level standards and expectations.****Achievement suggests sufficient understanding of the subject/course.****77 - 79 = C+****73 - 76 = C****70 - 72 = C-****Minimally acceptable performance of course level material.****Achievement suggests below average understanding.****67 - 69 = D+****63 - 66 = D****60 - 62 = D-****Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.****59 and below = F**

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

**CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

***Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses are weighted per UC/CSU policy.*

INDEPENDENT HOME STUDY PROGRAM METHODS OF EVALUATION**TK - 5th Grade**

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, and electives) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. Chapter quizzes/tests
 - d. Completion progress of online coursework
 - e. Parent/guardian input from discussions at learning period meetings
 - f. Professional judgement

2. Student's overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:

4 - Exemplary: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.

3 - Proficient*: Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and is able to complete assignments with appropriate amount of instruction and assistance.

2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts and skills taught during this reporting period. Student is working towards grade level expectations. Student requires many tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. OR there is insufficient data to make a determination on progress.

**A student who earns a "3" is at grade level, and is where he/she needs to be working at this time. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.*

***If a student is working on curriculum below the current grade level, the student will earn a 1 or 2.*

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

6th - 12th Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, electives, and high school specific courses) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work, including required portfolio assignments
 - c. Chapter quizzes/tests
 - d. Completion progress of online coursework
 - e. Parent/guardian input from discussions at learning period meetings
 - f. Professional judgement
2. Students in grades 6 through 12 will earn grades using the standard A-F scale (see below). for all classes but PE. Grades will be specific to the grading scale.

Outstanding performance in mastering of the subject. Achievement of superior quality.

97 - 100 = A+

93 - 96 = A

90 - 92 = A-

Consistent performance in achievement beyond the usual requirement. Achievement of high quality.

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

Performance meets grade level standards and expectations. Achievement suggests sufficient understanding of the subject/course.

77 - 79 = C+

73 - 76 = C

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY****70 - 72 = C-**

**Minimally acceptable performance of course level material.
Achievement suggests below average understanding.**

67 - 69 = D+**63 - 66 = D****60 - 62 = D-**

**Achievement is at a level insufficient to demonstrate understanding
of the basic elements of the course, and will not count towards
graduation requirements.**

59 and below = F

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

**CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

***Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy.*

****Students taking online A-G courses or Community College courses will be graded by the instructor teaching the course*

CHALLENGING REPORT CARD GRADES/TRANSCRIPTS

Grades represent a student's mastery of concepts and skills at a given point in time. There are very few situations in which it is appropriate to change a student's grade on their report card/transcript retroactively. A change to an existing grade can be made for the following reasons:

1. Grade calculation/entry error
2. Grade updated based on completion of outstanding coursework (marks of incomplete ["I"] only; this may not be used for credit recovery)

California Education Code

INSTRUCTION

6125-CPCS

TK - 12TH GRADE REPORT CARD POLICY

ARTICLE 3. General Provisions [49062 - 49069.5] (*Article 3 enacted by Stats. 1976, Ch. 1010.*) 49066.

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

Appeal Process

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised report card/transcript where it is deemed appropriate.

Any correction of a grade must take place within one year of the start date of the course in which the grade was assigned. Ex. The student receives an "I" for English 1 S1 on Jan 27, 2020, so the grade change must be requested by Jan 27, 2021 – exactly one year from the first day of class.

i.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”) adopts this TK - 8th Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in California Education Code.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066.

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

ONLINE PROGRAM METHODS OF EVALUATION**TK - 2nd Grade**

1. Student’s overall academic performance in each area (ELA, math, science, social studies and physical education) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. ~~Lesson Chapter~~ quizzes/tests
 - d. Completion progress of online coursework
 - e. Professional judgement
2. Student’s overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:
 - 4 - ~~Mastered Exemplary~~: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is producing working above grade level and produces outstanding work with little help or reteaching.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

3 - Proficient*: Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and is able to complete assignments with appropriate amount of instruction and assistance.

2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. OR there is insufficient data to make a determination on progress.

**A student who earns a “3” is at grade level, and is where he/she needs to be working at this time. A student who earns a “4” ~~is working above grade level and consistently provides excellent work in all areas of the course.~~*

3. Student’s overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of **a 2 or 60%** based on the criteria above.

3rd - 12th Grade

1. Student’s overall academic performance in each area (ELA, math, science, social studies and high school specific courses) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. **Lesson Chapter** quizzes/tests
 - d. Completion progress of online coursework
 - e. Professional judgement
2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

Outstanding performance in mastering of the subject. Achievement of superior quality.

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY****97 - 100 = A+****93 - 96 = A****90 - 92 = A-**

**Consistent performance in achievement beyond the usual requirement.
Achievement of high quality.**

87 - 89 = B+**83 - 86 = B****80 - 82 = B-**

**Performance meets grade level standards and expectations.
Achievement suggests sufficient understanding of the subject/course.**

77 - 79 = C+**73 - 76 = C****70 - 72 = C-**

**Minimally acceptable performance of course level material.
Achievement suggests below average understanding.**

67 - 69 = D+**63 - 66 = D****60 - 62 = D-**

**Achievement is at a level insufficient to demonstrate understanding
of the basic elements of the course, and will not count towards
graduation requirements.**

59 and below = F

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

**CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

***Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses are weighted per UC/CSU policy.*

INSTRUCTION

6125-CPCS

TK - 12TH GRADE REPORT CARD POLICY

~~INDEPENDENT HOME STUDY PROGRAM METHODS OF EVALUATION~~~~¶~~~~TK - 5th Grade~~

- ~~1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, and electives) is evaluated using the following criteria:¶~~
 - ~~a. Observation¶~~
 - ~~b. Graded student work¶~~
 - ~~c. Chapter quizzes/tests¶~~
 - ~~d. Completion progress of online coursework¶~~
 - ~~e. Parent/guardian input from discussions at learning period meetings¶~~
 - ~~f. Professional judgement¶~~
- ~~2. Student's overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:¶~~
 - ~~4 - Exemplary: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.¶~~
 - ~~3 - Proficient*: Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and is able to complete assignments with appropriate amount of instruction and assistance.¶~~
 - ~~2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts and skills taught during this reporting period. Student is working towards grade level expectations. Student requires many tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.¶~~
 - ~~1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty~~

INSTRUCTION

6125-CPCS

TK - 12TH GRADE REPORT CARD POLICY

~~understanding new concepts. OR there is insufficient data to make a determination on progress.~~

~~*A student who earns a "3" is at grade level, and is where he/she needs to be working at this time. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.~~

~~**If a student is working on curriculum below the current grade level, the student will earn a 1 or 2.~~

- ~~3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.~~

¶

6th - 12th Grade

- ~~1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, electives, and high school specific courses) is evaluated using the following criteria:~~
 - ~~a. Observation~~
 - ~~b. Graded student work, including required portfolio assignments~~
 - ~~c. Chapter quizzes/tests~~
 - ~~d. Completion progress of online coursework~~
 - ~~e. Parent/guardian input from discussions at learning period meetings~~
 - ~~f. Professional judgement~~
- ~~2. Students in grades 6 through 12 will earn grades using the standard A-F scale (see below). for all classes but PE. Grades will be specific to the grading scale.~~

¶

~~Outstanding performance in mastering of the subject. Achievement of superior quality.~~

¶

~~97 - 100 = A+~~

~~93 - 96 = A~~

~~90 - 92 = A-~~

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~~Consistent performance in achievement beyond the usual requirement. Achievement of high quality.~~

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INSTRUCTION

6125-CPCS

TK - 12TH GRADE REPORT CARD POLICY

~~87 - 89 - B+ ¶¶~~~~83 - 86 - B ¶¶~~~~80 - 82 - B- ¶¶~~~~¶¶~~~~¶¶~~~~Performance meets grade level standards and expectations. ¶¶~~~~Achievement suggests sufficient understanding of the subject/course. ¶¶~~~~¶¶~~~~77 - 79 - C+ ¶¶~~~~73 - 76 - C ¶¶~~~~70 - 72 - C- ¶¶~~~~¶¶~~~~Minimally acceptable performance of course level material. ¶¶~~~~Achievement suggests below average understanding. ¶¶~~~~¶¶~~~~67 - 69 - D+ ¶¶~~~~63 - 66 - D ¶¶~~~~60 - 62 - D- ¶¶~~~~¶¶~~~~Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements. ¶¶~~~~¶¶~~~~59 and below - F ¶¶~~~~¶¶~~

- ~~3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above. ¶¶~~

~~*CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade. ¶¶~~~~**Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy. ¶¶~~~~***Students taking online A-G courses or Community College courses will be graded by the instructor teaching the course ¶¶~~

CHALLENGING REPORT CARD GRADES/TRANSCRIPTS

Grades represent a student's mastery of concepts and skills at a given point in time. There are very few situations in which it is appropriate to change a student's grade on their report

INSTRUCTION**6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

card/transcript retroactively. A change to an existing grade can be made for the following reasons:

1. Grade calculation/entry error
2. Grade updated based on completion of outstanding coursework (marks of incomplete ["I"]) only; this may not be used for credit recovery)

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] (*Article 3 enacted by Stats. 1976, Ch. 1010.*) 49066.

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

Appeal Process

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised report card/transcript where it is deemed appropriate.

Any correction of a grade must take place within one year of the start date of the course in which the grade was assigned. Ex. The student receives an "I" for English 1 S1 on Jan 27, 2020, so the grade change must be requested by Jan 27, 2021 – exactly one year from the first day of class.

INSTRUCTION**6205-CPCS**

**INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP
CAUSED BY COVID-19**

The California Pacific Charter Schools (“CPCS”) Board of Directors (“Board”) recognizes the challenges posed by the COVID-19 pandemic, including interruptions to traditional educational and extracurricular programming and in-person instruction. To ensure each student is provided an opportunity to succeed in this unique and unprecedented environment, CPCS shall provide eligible students with the following options to complete course requirements, to earn a high school diploma, and participate in extracurricular activities. **This Interim Policy shall be in effect during the 2021-22 school year only.**

Definitions

“*Parent*” means the natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

“*Eligible student*” means a student who has received deficient grades for at least one-half of the student’s coursework in the 2020–21 academic year. A deficient grade is a D, F, a No Pass, or an equivalent as determined by CPCS. Notwithstanding existing law and school policy, a student enrolled in grade 12 during the 2020–21 school year shall not be eligible for retention under this section.

A. Parent-initiated Retention Requests

1. The parent of an eligible student may submit a written request to retain the student for the 2021–22 school year. A retention request form is available by request via Google Form. The retention request form should be submitted online.
2. If a parent submits a retention request form, the Executive Director or designee shall respond with a written invitation to a Retention Team Conference (“RTC”) with the parent, student, student’s teacher, and a CPCS administrator. Any other staff members deemed necessary shall also be invited. The RTC shall occur within thirty (30) days of the written request for retention.
3. The RTC shall include consultation on all of the following:
 - a. Discussion of all available learning recovery options, including but not limited to the following specific interventions and supports:
 - i. Supplemental instruction, including tutoring or other one-on-one or small group learning supports;
 - ii. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

- iii. Supports for credit recovery to complete graduation or grade promotion requirements and to increase or improve college eligibility.
 - iv. Supports for students experiencing homelessness, foster youth, English language learners, and students with disabilities.
 - v. Access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
- b. Consideration of the student’s academic data, and any other information relevant to whether retention is in the in best academic and social interest of the student.
 - c. Discussion about research on the effects of student retention and the types of interventions and supports that have been shown to be beneficial to students.
 - d. If the student is a student with a disability, a retention discussion shall include assurances that it is consistent with the student’s Individualized Education Plan (“IEP”).
4. If there is disagreement among the Retention Team, the Executive Director or designee will make the determination based upon all information discussed at the RTC.
 5. CPCS shall notify Parent of its decision, in writing, within ten (10) calendar days of the RTC.
 6. A student who is retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above.
 7. A student who is **not** retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above, as well as access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
 8. The requirements of this Policy are supplemental to, and do not replace, any existing retention policies (including Grade Retention Policy #5095), which shall continue to remain operative for all school years, **except that for the 2021-22 school year only**, parent requests for the retention of any “eligible student” as defined herein, shall be governed by the procedures outlined in this Policy.

B. Requests for Grade Changes

The parent of any student (or a student who is 18 years of age) who was enrolled in grades 9-12 at CPCS in the 2020-21 school year may request to change a letter grade earned in the 2020-21 school year to Pass or No Pass on their transcript. While they are encouraged to do so, please note that some postsecondary educational institutions, including those in other states, may not accept a Pass or No Pass grade instead of a letter grade for admission purposes. CPCS shall

INSTRUCTION**6205-CPCS**

**INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP
CAUSED BY COVID-19**

comply with the following legal requirements in notifying Parents/Guardians of the option for a grade change and for processing requests:

1. Written notice of the option to request a grade change shall be provided to all families and shall be posted on the school website.
2. A request form for this grade change request shall be available online via Google form and must be completed and submitted to the school contact listed on the form no later than fifteen (15) calendar days from the date of CPCS's written notice. No requests submitted after the cut-off date shall be considered. Absent a request to change a transcript pursuant to this Policy, a letter grade earned in the 2020–21 school year shall remain on the student's transcript subject only to the CPCS grade appeal policy which can be found in the Parent/Student Handbook.
3. All properly and timely submitted requests shall be granted, the requested letter grade changed to Pass or No Pass, and the parent notified of same within fifteen (15) calendar days of the submission of the grade change request form.
4. CPCS shall not limit the number or type of courses eligible for the grade change.
5. The grade change shall not negatively affect the student's grade point average.
6. Notwithstanding any other law, the grade change shall not result in the forfeiture of the student's eligibility or entitlement to state or institutional student financial aid.

C. Extended Opportunities for High School Coursework Completion

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school and who is not on track to graduate in four years from all coursework and other requirements adopted by the CPCS Board of Directors that are in addition to the minimum statewide coursework requirements for a California high school diploma pursuant to Education Code Section 51225.3, CPCS shall exempt the student from all coursework and other requirements adopted by the CPCS Board that are in addition to the statewide coursework requirements.

For any student who was enrolled in the pupil's third or fourth year of high school during the 2020–21 school year, and who is not on track to graduate in the 2020–21 or 2021–22 school years, CPCS shall provide the opportunity to complete the minimum statewide coursework required for a California high school diploma pursuant to Education Code Section 51225.3, which opportunity may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

INSTRUCTION**6205-CPCS**

**INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP
CAUSED BY COVID-19**

The minimum statewide coursework requirements for a California high school diploma pursuant to Education Code Section 51225.3 include the following courses, while in grades 9 to 12, inclusive:

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)
3. Two courses/years in science, including biological and physical sciences
4. Three courses/years in social studies, including a full year of United States history and geography; a full year of world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics
5. One course/year in visual or performing arts, world language, and career technical education.
 - a. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in world language.
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241

D. Retroactive Diploma

CPCS may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

1. The student was in their senior year of high school during the 2019–20 school year;
2. The student was in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. The student was unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$500.00.

On an annual basis, the Board may increase the compensation of Board members in an amount ~~beyond the limit delineated in Education Code 35120 in an amount~~ not to exceed \$100.00/month annually based on the present monthly rate of compensation.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the non-profit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Student Board members shall receive no compensation for meetings attended.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the non-profit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the non-profit corporation personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the non-profit corporation's interests; attendance at the non-profit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the non-profit corporation-related business, personal use of an automobile, and personal losses and traffic

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

violation fees incurred while at the non-profit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

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BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.

BOARD BY-LAWS**9310-CPCS**

BOARD POLICIES

The Board of Directors (Board) shall adopt written policies to convey its expectations for actions that will be taken in the non-profit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The Board shall ensure that the non-profit corporation policies align with the nonprofit corporation's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Board policies are binding on the non-profit corporation to the extent that they do not conflict with federal or state law and are consistent with the non-profit corporation's collective bargaining agreements. No board policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy is found to be invalid, that invalidity shall not affect other provisions of the policy.

Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public board meetings.

The Board shall review certain policies annually or semi-annually. If no revisions are deemed necessary, the board minutes shall nevertheless indicate that the review was conducted. Other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or the non-profit corporation circumstances.

Policy Development and Adoption Process

1. The Board and/or Superintendent/CEO or designee shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new non-profit corporation vision statement, new goals in the local control and accountability plan, educational research or trends, an incident that has arisen in the non-profit corporation, or a recommendation or request from staff, a parent/guardian, or other interested person.
2. The Superintendent/CEO or designee shall develop and present a draft policy at a public Board meeting.

Only policies formally adopted by a majority vote of the Board shall constitute official board policy.

The non-profit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide

BOARD BY-LAWS

9310-CPCS

BOARD POLICIES

greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing board operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of board policy.

Administrative Regulations

The Superintendent/CEO or designee shall be responsible for developing and enforcing administrative regulations for the operation of the non-profit corporation. Administrative regulations shall be consistent with law and board policy and shall be designed to promote the achievement of the non-profit corporation goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other provisions. The Superintendent/CEO or designee may also develop procedures manuals, handbooks, or other guides to carry out the intent of board policy.

When board policies are amended, the Superintendent/CEO or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and board policy, policy shall prevail.

The Board may review and/or approve administrative regulations for the purpose of ensuring conformity with the intent of board policy.

Monitoring and Evaluation

At any time, the Board and Superintendent/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Superintendent/CEO or designee shall ensure that all non-profit corporation employees and the public have access to an up-to-date non-profit corporation policy manual. **The policy manual shall be maintained electronically.**

BOARD BY-LAWS

9310-CPCS

BOARD POLICIES

As necessary, the Superintendent/CEO or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the non-profit corporation's website when required by law.

BOARD BY-LAWS

9322-CPCS

AGENDA/MEETING MATERIALS

Agenda Content

The Board of Directors (Board) meeting agendas shall reflect the non-profit corporation's vision and goals and the Board's focus on student learning.

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session.

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it.

The agenda for a regular board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Each agenda for a regular meeting shall list the address designated by the Superintendent/CEO or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting.

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the board meeting.

Agenda Preparation

The Board president and the Superintendent/CEO, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO or designee with supporting documents and information.

The Board president and Superintendent/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

BOARD BY-LAWS

9322-CPCS

AGENDA/MEETING MATERIALS

If the Board president and Superintendent/CEO deny a request from a board member to place an item on the agenda, the board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent/CEO shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered.

All public communications with the Board are subject to requirements of relevant board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations

BOARD BY-LAWS

9322-CPCS

AGENDA/MEETING MATERIALS

freely accessible to members of the public.

In addition, the Superintendent/CEO or designee shall post the agenda on the homepage of the non-profit corporation website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the non-profit corporation's agenda management platform in accordance with Government Code 54954.2. When the non-profit corporation utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the non-profit corporation's agendas, and the current agenda shall be the first available.

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent/CEO or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board.

The Superintendent/CEO or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first.

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent/CEO or designee, not to exceed the cost of providing the service.

Any document prepared by the non-profit corporation or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act.

Upon request, the Superintendent/CEO or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act.

BOARD BY-LAWS**9323-CPCS**

MEETING CONDUCT**Meeting Procedures**

All Board of Directors (Board) meetings shall begin on time and shall be guided by an agenda prepared in accordance with board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct board meetings in accordance with board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Public Participation

Members of the public are encouraged to attend board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction.

In order to conduct non-profit corporation business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item.
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.
3. Without taking action, Board members or non-profit corporation staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions

BOARD BY-LAWS**9323-CPCS****MEETING CONDUCT**

posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on their own activities.

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak.
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. The Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously.

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions.
 - c. The Board shall not prohibit public criticism of non-profit corporation employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the

BOARD BY-LAWS

9323-CPCS

MEETING CONDUCT

appropriate complaint procedure.

7. The Board president shall not permit any disturbance or willful interruption of board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda.

When such disruptive conduct occurs, the Superintendent/CEO or designee shall contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent/CEO or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board.

BOARD BY-LAWS

9323.1-CPCS

ACTIONS BY THE BOARD

The Board of Directors (Board) shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law.

An "action" by the Board means:

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final.

Actions taken by the Board in open session shall be recorded in the board minutes.

Action on Non-Agenda Items

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions:

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the non-profit corporation's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

Challenging Board Actions

The non-profit corporation attorney's office or any interested person may file an action in court for the purpose of:

1. Stopping or preventing the Board's violation or threatened violation of the Brown Act
2. Determining the applicability of the Brown Act to ongoing or future threatened Board actions
3. Determining the applicability of the Brown Act to a past action of the Board that is not

BOARD BY-LAWS

9323.1-CPCS

ACTIONS BY THE BOARD

specified in Government Code 54960.1, provided that:

- a. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.
 - b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.
 - c. The action is brought within the time required by Government Code 54960.2.
4. Determining the validity, under state or federal law, of any board rule or action which penalizes any of its members or otherwise discourages their expression
 5. Compelling the Board to audio record its closed sessions because of a court's finding of the Board's violation of any applicable Government Code provision

The non-profit corporation attorney or any interested person may file an action in court to nullify a Board action which is alleged to be in violation of law regarding any of the following:

1. Open meeting and teleconferencing
2. Agenda posting
3. Closed session item descriptions
4. New or increased tax assessments
5. Special meetings
6. Emergency meetings

Prior to bringing any action to nullify a board action, the non-profit corporation attorney or other interested person shall present a demand to "cure and correct" the alleged violation. The demand shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place.

Within 30 days of receiving the demand, the Board shall do one of the following:

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.

BOARD BY-LAWS

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ACTIONS BY THE BOARD

2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
3. Take no action. If the Board takes no action within the 30-day period, its inaction shall be considered a decision not to cure or correct the challenged action.

BOARD BY-LAWS**9324-CPCS**

MINUTES AND RECORDINGS

The Board of Directors (Board) recognizes that maintaining accurate minutes of board meetings helps foster public trust in board governance and provides a record of board actions for use by non-profit corporation staff and the public.

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of board meetings shall include, but not be limited to:

1. A notation of which board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
4. Preferential votes cast by student board member(s)
5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. This should be fine i.e. Ed Code. The request to exclude such information shall be made in writing to the secretary or clerk of the Board.

The Superintendent/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board Clerk and the Superintendent/CEO or Secretary to the Board.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records.

BOARD BY-LAWS

9324-CPCS

MINUTES AND RECORDINGS

Recording or Broadcasting of Meetings

The non-profit corporation may tape, film, stream, or broadcast any open board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any non-profit corporation recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on non-profit corporation equipment without charge.

BOARD BY-LAWS

9400-CPCS

BOARD SELF-EVALUATION

The Board of Directors (Board) shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that non-profit corporation governance effectively supports student achievement and the attainment of the non-profit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO, understanding of Board and Superintendent/CEO roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Superintendent/CEO, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, board training such as those offered by the Charter Schools Development Center or similar organization.

Coversheet

Approval of Memorandum of Understanding (MOU) between California Pacific Charter Schools and the San Diego County Office of Education for the Middle School Aspire Network

Section: VIII. Education/Student Services
Item: A. Approval of Memorandum of Understanding (MOU) between California Pacific Charter Schools and the San Diego County Office of Education for the Middle School Aspire Network
Purpose: Vote
Submitted by: Christine Feher/Corrie Amador
Related Material: CA Pacific Charter MOU- Data Sharing 2022-23.pdf

BACKGROUND:

CalPac's mission is to support and encourage all students to relentlessly pursue their life goals, including academic achievement. CalPac Middle School students have struggled with student outcomes, with lower completion rates and test scores as compared with lower and upper grades at CalPac. To identify and support root causes, CalPac Middle School staff and administrators will participate in the SDCOE Middle School Aspire Network as a means for identifying and improving student outcomes. This MOU supports the collaborative work of the school and county office.

RECOMMENDATION:

It is recommended that the board approve the MOU between California Pacific Charter Schools and the San Diego County Office of Education for the Middle School Aspire Network.

MEMORANDUM OF UNDERSTANDING

San Diego County Office of Education
Middle School Aspire Network

This Memorandum of Understanding, herein referred to as "MOU," is entered into by and between the San Diego County Office of Education and the California Pacific Charter (herein collectively "educational institutions") who elect to accept its terms.

Purpose and Scope of the Network

The purpose of the agreement is to facilitate the collection, analysis, and sharing of student data to track performance and improve success from elementary school through college. The educational institutions who choose to participate in this MOU desire to evaluate and improve their respective educational programs through the analysis of academic performance data concerning students who have or who are now attending an educational institution.

The San Diego County Office of Education will conduct a Middle School Aspire Network (herein known as "Network") designed to support students as they transition to high school. The network specifically targets students who have the greatest probability of getting off track for college and career outcomes by addressing issues such as sense of belonging, perseverance, and other characteristics students need to stay on track for these important outcomes.

The Network will rely on data collected by SDCOE. It is necessary, therefore, for the educational institutions to share student data on a reciprocal basis for the purpose of evaluating and analyzing their respective educational programs. The Network will result in reports and dashboards that will be shared with the San Diego County Superintendent of Schools, the Board of Education and with other members of the educational institution served. The identity of individual of individual children will not be disclosed in any reporting, and teachers, schools, and districts will not be identified, except through mutual agreement between SDCOE and the signing district.

This agreement shall govern the terms under which California Pacific Charter will provide SDCOE with access to data and information that may include personally identifiable information (PII) to be used exclusively for the Literacy Network, and consistent with applicable federal and California state laws concerning access to and confidentiality of student record information.

THEREFORE, the educational institutions agree to the following terms of this MOU:

1. DATA SHARING

The educational institutions shall provide one another with academic data concerning their respective students. The data shall be provided in the manner and form as specified in this MOU. The data shall be used exclusively for the Network and to assist with the design,

evaluation, and delivery of instruction or supplemental instructional services. This data may include personally identifiable information such as gender, ethnicity, socioeconomic status, special education status, English language proficiency, as well as enrollment information, courses and grades. Any data received pursuant to this Memorandum shall be destroyed when it is no longer needed for the studies and no later than three years from the date the data is first received.

2. DESCRIPTION OF THE DATA

The following data elements cover students enrolled in the respective educational institutions from 2021 to 2024.

Student Level Data. Student level data include demographic, performance, perceptual, and attendance data for students in schools participating in this Network. The manner and form in which the data are to be prepared is outlined in an addendum. This data is collected for the purpose of examining on-track drivers and the extent to which grant activities influence student opportunity and achievement. Data are collected triennially in the fall, winter, and spring of each project year (2022-2023)

3. TRANSFER OF THE DATA

The educational institutions will safeguard and secure individually identifiable records or record information by transferring the data using a Secure File Transfer Protocol. The Secure File Transfer Protocol enables secure transfer between networked hosts. All transmissions of data will be consistent with the rules and standards promulgated by Federal statutory requirements regarding the electronic transmission of identifiable information. Each institution will have access to a secure folder using the following link:

<https://bssftp.sdcoe.net/EFTClient/Account/Login.htm>

3. CONFIDENTIALITY

The educational institutions will maintain the confidentiality of all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, educational institutions shall establish a system of safeguards that will at minimum include the following:

- Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.

- All designated members at the San Diego County Office of Education involved in the handling, transmittal, and/or processing of data provided under this MOU shall sign a confidentiality agreement requiring said personnel to maintain the confidentiality of all student-related personally identifiable information.
- SDCOE agrees to ensure that any agent, including a subcontractor, to whom it provides the limited data set agrees to the same restrictions and conditions that apply through this Agreement to the Data Recipient with respect to such information.
- Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- Procedures and systems, such as effective practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- SDCOE agrees to report to the School District, any use or disclosure of the limited data set not provided for by this Agreement of which it becomes aware, including without limitation, any disclosure to an unauthorized subcontractor, within ten (10) days of its discovery.

The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that all disclosures of confidential student data comply with all provisions of the "Family Educational Rights and Privacy Act" and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act, insofar as such laws are applicable to the parties to this MOU.

4. INDEMNIFICATION

Each educational institution participating in this MOU agrees to defend, indemnify, and hold each other educational institution participating in this MOU, and its officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

5. ENTIRE AGREEMENT

This document states the entire agreement between the educational institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

6. EXECUTION

Each person signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

7. ASSIGNMENT

None of the signatories to this MOU may assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU.

8. SEVERABILITY

If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

9. WAIVER

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

10. MODIFICATION AND AMENDMENTS

This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. The educational institutions further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g., 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

11. TERM OF THIS MOU

This MOU shall be in effect for educational institutions for the period commencing from the effective date established **July 25, 2022**, until **July 25, 2023**. Any participant (s) listed as a party to this MOU may terminate its participation by delivering written notice of its intent to terminate said participation to the other party(s). However, termination by any participant(s) listed as a party will have no force or effect on the rights and responsibilities as to the remaining participants.

The California Pacific Charter agrees to provide SDCOE with available data as described above. By so agreeing, the [insert institution here] acknowledges that they agree with the purpose of the Literacy Network but retains control over the information that is disclosed. The undersigned hereby warrant and represent that the district has read, understood, and agrees to comply with all the terms and conditions stated above.

Name
Assistant Superintendent, California Pacific Charter
[Email](#)

Name
Technical Contact (Data), California Pacific Charter
[Email](#)

Michael Simonson
Assistant Superintendent, Business Services

Jeff Warshaw
Senior Director, District and School Improvement
jeff.warshaw@sdcoe.net

Coversheet

Approval of Memorandum of Understanding (MOU) between Azusa Pacific University and California Pacific Charter Schools for Practicum Students, Student Teachers, and Interns

Section: IX. Personnel Services
Item: A. Approval of Memorandum of Understanding (MOU) between
Azusa Pacific University and California Pacific Charter Schools for Practicum Students,
Student Teachers, and Interns
Purpose: Vote
Submitted by: Christine Feher/Corrie Amador
Related Material:
California Pacific Charter Schools_Azusa Pacific MOU 2022.pdf

BACKGROUND:

CalPac staff recommend approval of the agreement with Azusa Pacific University for the purpose of providing learning practicum experiences for intern School Psychologist and School Counseling students and Student Teachers. The agreement is mutually beneficial to the school and the university in that university students are afforded the opportunity to gain experience hours to meet their program requirements, and the school gains access to candidates who are certified to provide services under the supervision of the Assistant and Executive Directors. Additionally, the arrangement creates a path for potential job candidates to meet future staffing needs.

RECOMMENDATION:

It is recommended the Board approve the MOU with Azusa Pacific University.



MEMORANDUM OF UNDERSTANDING

THIS AGREEMENT entered into by and between **Azusa Pacific University**, hereinafter called the **UNIVERSITY** and California Pacific Charter Schools, hereinafter called the **DISTRICT**:

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing (CTC) as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully accredited educational programs for its candidates; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University's candidates at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

1. **Term.** The term of this agreement shall commence on **July 13, 2022** and terminate on **June 30, 2027**.
2. **Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, candidates who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a candidate from the K-12 setting at any time.

3. **Amendments.** The provisions of this agreement may be altered, changed, or amended, by mutual written consent of the parties hereto.

4. **Execution.** This agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any Party who signed it.

5. **Insurance.**

a. The District shall maintain minimum insurance coverage for Workers' Compensation, including Employer's Liability, covering its employees. The University shall maintain minimum insurance coverage for Workers' Compensation, including Employer's Liability, covering its employees and candidates.

b. The District shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees and agents. The University shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees, agents, and candidates. The District shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees and agents. The University shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees, agents, and candidates.

c. The District maintains proof of all insurance coverage and will provide said proof to the University upon request. The University maintains proof of all insurance coverage and will provide said proof to the District upon request.

d. The employment status of candidates and the responsibility for insurance coverage for candidate activities depends upon the status of the candidates as set forth below:

i. Candidates Participating in Unpaid TK-12 Educational Field Experience not at Candidate's Place of Employment: If the University's candidates are participating in an unpaid TK-12 educational field experience not at his or her place of employment, it is understood that the University's candidates are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's candidates do not thereby become employees of the District by virtue of their field experience. The University shall be responsible for providing insurance coverage for such candidates, pursuant to Sections 5.a and 5.b of this agreement.

ii. Candidates Participating in Unpaid TK-12 Educational Field Experience at Candidate's Place of Employment: If the University's candidates are participating in an

unpaid internship or field experience at his or her place of employment, it is understood by that the University and the District shall keep the field experience and work duties of the University's candidates strictly separate. The University shall be responsible for providing insurance coverage for such candidates' field experience pursuant to Section 5.a and 5.b of this agreement. The District shall be responsible for providing insurance coverage for such candidates' activities as a District employee pursuant to Section 5.a and 5.b of this agreement.

iii. Candidates Participating in Paid TK-12 Educational Field Experience: If the University's candidates are provided with a nominal stipend from the District intended to reimburse them for estimated expenses related to their field experience, the University's candidates do not thereby become employees of the District, and the University shall be responsible for providing insurance coverage for such candidates pursuant to Sections 5.a and 5.b of this agreement; however, the District shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's candidates are paid by the District for their services, then they become employees of the District, and the District is responsible for all employee obligations and for insuring the activities of such candidates under Section 5.a and 5.b of this agreement.

6. **Confidentiality.**

a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District or the project shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify candidates that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.

b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those

persons have a legitimate interest in the information; (d) the District will not disclose the candidate records of the University's candidates except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

7. **Data Sharing.** The University and the District agree to collaborate and share non-personally identifiable information related to hiring needs and recruitment efforts that contribute to an educator workforce that reflects the skills, dispositions, subject areas, grade levels, and demographics desired by the District. The University and the District agree to collaborate and share non-personally identifiable information related to the employment, retention, attitudinal, observational, and outcomes measures of recent graduates of the University employed in the District.

8. **Non-Discrimination.** The University and the District agree to make no distinction among candidates covered by this agreement on the basis of race, color, religion, national origin, gender, age, disability, or status as a veteran.

9. **Transportation of Students.** Neither the University nor the District will provide transportation for candidates between the University and the District school. Each candidate shall be responsible for his or her transportation.

10. **Scope of Authority.** The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's candidates while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and candidates of the University within the prescribed framework.

11. **Indemnification.**

a. The University shall indemnify, save and hold harmless the District, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the University, and its trustees, officers, directors, candidates and employees during the course and scope of a University candidate's clinical training.

b. The District shall indemnify, save and hold harmless the University, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the District, and its trustees, officers, directors, or employees during the course and scope of a University candidate's clinical training.

12. Scope of Work.

TEACHER EDUCATION FIELD EXPERIENCE

“Field Experience” as used herein refers to eight-week periods in which a Teacher Candidate, enrolled in Field Experience-embedded courses in the university teacher preparation program, observes and interacts with students individually and in small group settings and may have limited whole class involvement under the direct supervision and instruction of one or more classroom Host Teachers.

Field Experience is to be completed under the direct supervision of a Host Teacher(s) who currently hold(s) a valid Clear Teaching Credential in the content area for which they are providing supervision with a minimum of three years of content area TK-12 teaching experience.

With the guidance of the classroom Host Teacher, the Teacher Candidate will be required to teach no fewer than one and no more than four independent lessons to individual TK-12 students and/or in a small group setting of no more than 10 students. With the guidance of the classroom Host Teacher, the Teacher Candidate will be required to administer informal and formal assessments to individual TK-12 students and/or small groups of no more than 10 students during their Field Experience in an effort to fulfill course assignment purposes only. The Teacher Candidate may be required to observe in a variety of TK -12 settings to meet course expectations and will document a minimum of 15 hours of Field Experience per each Field Experience-embedded course. Field Experience is not commensurate with Student Teaching or culminating Clinical Practice.

It is the expectation that the classroom in which Teacher Candidates complete Field Experience will consist of TK-12 students and include students who are English Learners, students on an IEP or 504 Plan, students who qualify for GATE, and/or students from an underserved group. The classroom curriculum must align with California’s adopted content standards and frameworks. During Field Experience, the Host Teacher may be asked to review and provide feedback on course assignments (e.g., lesson plans). At the conclusion of the Field Experience, the Host Teacher(s) may be asked to complete a short disposition rating scale on the Teacher Candidate's disposition and performance during the Field Experience hours, and a form verifying the hours completed by the Teacher Candidate within the Host Teacher’s classroom.

The University will ensure that Teacher Candidates who participate in Field Experience have (a) met the California Basic Skills requirement, (b) possess a valid certificate of clearance or other valid CTC document, and (c) are currently enrolled in a Field Experience-embedded course.

The University will provide support to the Teacher Candidate through the direction and discussion provided within the Field Experience-embedded course. Assignments directly related

to the Teacher Candidate's Field Experience (e.g., lesson plans, reflections) will be required and evaluated by the University course instructor.

TEACHER EDUCATION STUDENT TEACHING

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of a Master/Cooperating Teacher. A Master/Cooperating Teacher is an employee of the District who (a) holds a valid Clear Teaching Credential in the content area for which they are providing supervision and (b) has a minimum of three years of content area TK-12 teaching experience. The district-employed supervisor (“Master/Cooperating Teacher”) must have demonstrated exemplary teaching practices as determined by the District and University. It is preferable that the district-employed supervisor not have additional district or school based assignments that may cause them to be absent from the classroom for extended periods of time.

The University shall provide district-employed supervisors a minimum of 2 hours of initial orientation to the program curriculum, and access to a minimum of 8 hours of training related to effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The University is responsible for requesting documentation of these training hours.

The District agrees to provide a supported teaching experience in District classrooms for Teacher Candidates who are assigned by the University to student teaching. Classrooms in which Teacher Candidates complete student teaching must include TK-12 students who are English Learners, on an IEP or 504 Plan, qualify for GATE, and/or students from an underserved group. The District will provide Education Specialist Teacher Candidates opportunities for guided observations, co-planning, co-teaching, and guided teaching in both general education and special education classrooms during the first eight weeks of the student teaching experience (i.e., Clinical Practice I). Special education classroom experience will include the full range of services provided by the District's placement school. Student teaching shall be provided in such schools and classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon. It is understood that the matching of a Teacher Candidate and a district-employed supervisor must be a collaborative process between the School District and the University.

The University shall ensure student teacher placement in locations where the Teacher Candidate is able to video capture his/her teaching with TK-12 students for the purposes of implementing the video requirement for the California Teaching Performance Assessment (CalTPA), observations, and instructional reflection. The University requires Teacher Candidates to affirm

that they follow all applicable video policies of the District. The District recognizes the importance of facilitating placements that allow Teacher Candidates to complete the California Teaching Performance Assessment (CalTPA), and has necessary policies and procedures in place related to the appropriate use of video for instruction and assessment. The District recognizes that the Teacher Candidate may use video capture to record their classroom instruction and submit it in a FERPA-compliant platform for review as part of the University Coach/Mentor observation and formative feedback process, and University instructional reflection.

The District may, for good cause, refuse to accept any Teacher Candidate of the University assigned to student teaching in the District. Upon request of the District, made with good cause, the University shall terminate the student teaching assignment of said Teacher candidate.

The University will ensure that Teacher Candidates who participate in student teaching (a) meet the California Basic Skills requirement, (b) demonstrate Subject Matter Competence (or 4/5 of subject matter competence for undergraduates in an approved Subject Matter Preparation Program), (c) meet the U.S. Constitution requirement, (d) possess a valid certificate of clearance or other valid CTC document, and (e) have a negative TB test within 2 years of the end date of the student teaching assignment.

“Full-time student teaching” is an assignment for the regular school day (at least seven hours) for 16 weeks and includes all duties normally performed by a teacher. The 16-week period aligns with the University’s Fall and Spring semesters.

At the elementary level, a full-time assignment is a full school day (at least seven hours) for eight weeks in a lower elementary (TK-3) classroom and eight weeks in an upper elementary (4-6) classroom. The University will pay the District for performance by the district-employed supervisor of all services required at a rate of one hundred dollars (\$100) per eight-week term for each full-time student teacher placed within the District.

At the secondary level (grades 7-12), a full-time assignment is a full school day (at least seven hours) with a minimum of four periods of student teaching, one period of planned observation, and one preparation period for 16 weeks. The University will pay the District for performance by the district-employed supervisor of all services required at the rate of two hundred dollars (\$200) per sixteen-week term for each full-time student teacher placed within the District.

For special education, a full-time assignment is a full school day (at least seven hours) in an appropriate Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) setting for 16 weeks. The University will pay the District for performance by the district-employed supervisor of all services required at the rate of two hundred dollars (\$200) per sixteen-week term for each full-time student teacher placed within the District.

An assignment of a Teacher Candidate to student teaching in schools or classes of the District shall be, at the discretion of the University for approximately one semester with a Fall semester occurring approximately from the end of August to the middle of December and a Spring semester occurring approximately from the beginning of January to the beginning of May.

Within a reasonable time following the close of each assignment, the University will send a Master Teacher Stipend Summary Sheet to the District and the District shall submit an invoice, to the University for payment, at the rate provided herein, for all student teaching assignments provided by the District under and in accordance with this agreement during said semester.

TEACHER EDUCATION INTERN TEACHING

“Intern teaching” as used herein and elsewhere in this agreement means active participation in a teacher internship program (i.e Intern Program) pursuant to California Education Code Section 44450 whereby University Teacher Candidates may be placed as Intern Teacher Candidates (i.e., Interns) in District Schools, working under an Intern Credential. An Intern is authorized to assume the functions authorized by the appropriate Multiple Subject, Single Subject, or Education Specialist Credential provided that the Intern’s services meet the instructional needs of the participating district, the Intern does not displace other certificated employees in the participating district, and this agreement meets with the District’s contractual specifications with certificated employees. The District shall ensure no Intern will have his/her salary reduced by more than one-eighth of the total contracted pay to cover costs of site supervision. The salary of the Intern shall not be less than the minimum base salary paid a regularly certificated teacher in similar positions.

The District will assign each Intern a mentor/support provider (i.e. district-employed supervisor) who will be responsible for overseeing and offering support to the Intern throughout the Intern teaching period. The District agrees to provide to the University the name of the district-employed supervisor for each term. The district-employed supervisor must (a) hold a valid corresponding Clear or Life credential, (b) have completed a minimum of three years of successful teaching experience, and (c) have EL Authorization if he/she is providing supervision and support to an Intern who does not have EL Authorization.

The University shall provide district-employed supervisors a minimum of two hours of initial orientation to the program curriculum, and access to a minimum of eight hours of training related to effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The University is responsible for requesting documentation of these training hours.

The District must ensure sufficient resources are provided including dedicated time for district-employed mentor/support providers to work with the Interns within the school day. This

dedicated time is to 1) assess necessary support for the Intern, 2) deliver appropriate support/mentoring and supervision for the Intern and 3) provide feedback to APU (e.g. Midpoint and Final Surveys).

The District will provide Education Specialist Teacher Candidates opportunities for guided observations, co-planning, co-teaching, and guided teaching in both general education and special education classrooms to include the full range of services provided by the District's placement school during the first eight weeks of the student teaching experience (i.e., Clinical Practice I).

The University will ensure Teacher Candidates in the Intern Program hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and (a) meet the California Basic Skills requirement, (b) demonstrate Subject Matter Competence, (c) meet the U.S. Constitution requirement, (d) possess a valid certificate of clearance or other valid CTC document, (e) have completed the required Pre-service Training, and (f) have a negative TB test within two years of the end date of the student teaching assignment.

The University will assign a University program supervisor (i.e., University Coach/Mentor) to support the Intern who will work cooperatively with the district personnel designated above. The University Coach/Mentor will confer with both the site administrator and the district-employed mentor/support provider for the Intern. The University Coach/Mentor will meet the following minimum qualifications of (a) current knowledge in the content area of the candidate; (b) the ability to model best professional practices in teaching learning, scholarship, and service; (c) knowledge about diverse abilities, cultural, language, ethnic, and gender diversity; and (d) understand the context of public schools and have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

The employing district will develop and implement a Professional Development Plan for the Intern, which will include an annual evaluation. For Interns teaching in inclusive kindergarten through 6th grade settings, the Professional Development Plan must include instruction during the first semester of service, which includes child development and teaching methods, as well as, special education programs for pupils with mild and moderate support needs. The University will make available the description of the courses to be completed by the Intern. The Intern will be requested to provide a copy of the Professional Development Plan to the University via the Intern Coordinator.

The District and the University will work in partnership to provide a minimum of 144 hours of support/mentoring and supervision to each Intern each school year. Interns without an EL authorization will also be provided 45 hours of EL support in addition to the 144 hours. The District will provide approximately 2/3 of the support/mentoring and supervision to include but

not limited to the following: content specific coaching; grade level or department meetings; new teacher orientation; coaching from an administrator; co-planning with a special educator or English learner expert to address special needs or English learner students; demonstration lessons or co-teaching activities with a mentor/support provider, coach or supervisor; Intern observation of other teachers and classrooms; editing work-related writing; professional learning communities activities addressing issues in the Intern's classroom; OR other support and supervision activities. The University will provide approximately 1/3 of the support/mentoring and supervision to include but not limited to the following: University Coach/Mentor support, seminars, peer/faculty support; classroom observations and coaching; Intern observation of other teachers and classrooms; email, phone, and/or video conferencing support related to observations, problem-solving, planning curriculum, and/or instruction; professional literature/research discussion groups facilitated by appropriately credentialed program faculty; OR other support and supervision activities. The University is responsible for documentation of support/mentoring and supervision.

The District and the University agree to the allocation of additional personnel, time, and resources for individuals who have not yet earned an English Learner authorization. The participating District will identify an individual who is immediately available to assist Interns with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction. This District employee must have an EL authorization.

The University shall ensure Intern assignments take place in locations where the Intern is able to video capture his/her teaching with TK-12 students for the purposes of implementing the video requirement for the California Teaching Performance Assessment (CalTPA), observations, and instructional reflection. The University requires Interns to affirm that they follow all applicable video policies of the District.

The District recognizes the importance of facilitating placements that allow Interns to complete the California Teaching Performance Assessment (CalTPA), and maintains necessary policies and procedures in place related to the appropriate use of video for instruction and assessment. The District recognizes that the Intern may use video capture to record their classroom instruction and submit it in a FERPA-compliant platform for review as part of the University Coach/Mentor observation and formative feedback process, and University instructional reflection.

The District and the University agree to share information, as needed, on the performance of the Intern in order to provide additional support or supervision.

SCHOOL COUNSELING & SCHOOL PSYCHOLOGY PRACTICUM

“Practicum” as used herein refers to the hours that a candidate, enrolled in practicum-embedded course(s) in the University program, develops skills learned in previous and current courses under the supervision of a Site Supervisor working in a K-12 setting.

Practicum is to be completed under the direct supervision of a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school psychology or school counseling and has a minimum of three years full time experience as a School Counselor, Clinical Counselor, or School Psychologist.

School counseling practicum includes a minimum of one hundred (100) clock hours in a practicum experience, including but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences must be completed prior to the field experience.

School psychology practicum includes a minimum of four hundred and fifty (450) clock hours total with a minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect student services. For School Psychology candidates, it is the expectation that candidates are required to observe the administration of and practice the administration of psychoeducational assessments, as well as, participate in the writing of reports and IEP meetings.

The University will ensure candidates who participate in practicum have met the requirements of (a) proof of completion of Mandated Reporter training; (b) proof of negative TB testing; and (c) a valid CTC document, which includes a fingerprint and background check. Candidates will be informed that a District has the authorization to require additional documentation before beginning their practicum assignment.

The District recognizes the importance of facilitating Practicum placements that will enhance the candidates’ confidence as a professional counselor or psychologist. Settings for School Counselors should build basic counseling skills which include body language, listening, and development of trust with clients. Settings for School Psychologists should build basic assessment, counseling, and consultation skills.

The University agrees to appoint a faculty member as a University Supervisor to administer the University's responsibilities related to the Program and oversee the candidates' Practicum experience at the District. The University Supervisor shall be responsible for ongoing communication with the District.

The District agrees to assume ultimate responsibility for the counseling services provided to students and the psycho-educational assessments administered to students, as well as, the delivery of results through reports and IEP meetings.

SCHOOL COUNSELING & SCHOOL PSYCHOLOGY FIELDWORK

"Fieldwork" as used herein refers to the hours that a candidate, enrolled in fieldwork course(s) in the University program, develops and practices skills learned in previous and current courses under the supervision of a University Supervisor and a Site Supervisor working in a K-12 setting.

The District agrees to appoint a District employee as a District Representative to administer the District's responsibilities related to the Program and collaborate with the Fieldwork and Internship Coordinator for School Counseling and School Psychology in implementing the candidate's fieldwork at the District.

The District Representative shall be responsible for on-going communication with the University, as well as the designation of District employees to serve as Site Supervisors responsible for direct supervision of assigned candidates. District employees designated as Site Supervisors shall meet the CTC criteria for supervising students. School Psychology Site Supervisors must have a current Pupil Personnel Services (PPS) credential with an authorization in school psychology and a minimum of three years full-time experience as a school psychologist and is accessible to the school psychology candidate at all times while the candidate is accruing fieldwork hours. School Counseling Site Supervisors must have a current PPS credential with an authorization in school counseling and a minimum of three years full-time experience as a school counselor and is accessible to the school counseling candidate at all times while the candidate is accruing fieldwork hours.

The District Representative and Site Supervisors shall be granted with sufficient time to supervise, plan and implement the fieldwork including, when feasible, time to attend relevant meetings and conferences. School Counseling Site Supervisors shall be granted with sufficient time to (1) undergo training in models of supervision, the School Counseling Performance Expectations, and APU school counseling program fieldwork requirements, (2) share responsibility in the quality of the field experience, design of the field experience, quality of clinical progress, and assessment and verification of candidate competence.

The District shall (a) support continuing education and professional growth and development of those staff members of the District responsible for supervision of assigned candidates; (b) provide the physical facilities and equipment necessary to conduct the fieldwork; (c) provide assigned candidates, whenever possible, with the use of library facilities, reasonable study and storage space; (d) make available to the University a written description of the planned educational program (including objectives) to be followed during fieldwork; (e) advise the University of any changes in its personnel, operations or policies which may affect the fieldwork; (f) permit inspection by the University of the facilities, services available for learning experiences, candidate records, and other items pertaining to the fieldwork; (g) determine the number of candidates which the District can accommodate during a given period of time and accept only the number of students which the District can accommodate; and (h) provide access to the University and its candidates the applicable District rules and regulations with which they are expected to comply.

The University will provide a valid and reliable assessment that the District will use to assess the candidate's competence at the conclusion of fieldwork. Notice will be provided to the University, as soon as practical and at least by mid-term of a candidate's fieldwork, of any serious deficiency noted in the ability of the candidate to progress toward achievement of the stated objectives of the field experience. The District shall otherwise have the right to terminate any candidate whose health or performance is a detriment to any student's well-being or to achievement of the stated objectives of the candidate's field experience. Prior to such termination, the District shall notify the University's Fieldwork and Internship Coordinator.

The University agrees to appoint a faculty member as Fieldwork and Internship Coordinator to administer the University's responsibilities related to the Program and oversee the candidates' fieldwork at the District. The Fieldwork and Internship Coordinator shall be responsible for ongoing communication with the District. The University also agrees to appoint University Supervisors who will support candidates during the fieldwork experience and collaborate with the Site Supervisor. The University Supervisors for School Counseling candidates will provide one-and-one-half (1.5) hours per week of group supervision throughout the field experience.

The University agrees to assume responsibility for assuring compliance with applicable educational standards established by the California Commission on Teacher Credentialing (CTC), Council for the Accreditation of Educator Preparation (CAEP), and National Association of School Psychologists (NASP).

The University agrees to notify the District, at a time mutually agreed upon, of its planned schedule of candidate assignments, including each candidate's name, level of academic preparation, and length and date of the fieldwork. The University shall refer to the District only

those candidates who have satisfactorily completed the prerequisite didactic portion of the curriculum.

The University agrees to advise assigned candidates regarding appropriate health and professional liability insurance. All candidates will be covered by the University's group professional liability insurance as required by the terms of this agreement.

The University shall ensure candidates who participate in fieldwork have met the requirements of (a) proof of completion of Mandated Reporter training; (b) proof of negative TB testing; and (c) a valid CTC document, which includes a fingerprint and background check. Candidates will be informed that a District has the authorization to require additional documentation before beginning their fieldwork assignment.

The University agrees to require assigned candidates to comply with existing pertinent rules and regulations of the District and all reasonable directions given by qualified District personnel during periods of fieldwork assignment and while on District premises.

The University and the District agree to establish the educational objectives for the Program, devise methods for their implementation, and continually evaluate the Program to determine its effectiveness.

SCHOOL COUNSELING & SCHOOL PSYCHOLOGY INTERN

The Intern School Counselor or School Psychologist is approved to assume the functions authorized by the Pupil Personnel Services School Counseling or School Psychology Intern Credential provided that the Intern's services meet the needs of the participating district, the Intern does not displace other certificated employees in the participating district, and this agreement meets with the District's contractual specifications with certificated employees.

The University shall ensure candidates in the Intern Program hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirement of meeting the California Basic Skills requirement, have proof of completion of Mandated Reporter training, have proof of negative TB testing, and are enrolled in internship courses in the University program.

The University shall provide a University Supervisor to work cooperatively with the Intern School Counselor or School Psychologist and Site Supervisor. The University Supervisors for School Counseling candidates will provide one-and-one-half (1.5) hours per week of group supervision throughout the internship.

The University will provide a valid and reliable assessment that the District will use to assess the Intern's competence at the conclusion of the internship. Notice will be provided by the District

to the University, as soon as practical and at least by mid-term of a candidate’s internship, of any serious deficiency noted in the ability of the Intern to progress toward achievement of the stated objectives of the internship.

The District shall authorize a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school psychology or school counseling and has a minimum of three years full time experience as a School Counselor or School Psychologist to supervise the Intern candidate. The Site Supervisor shall be granted with sufficient time to supervise, plan, and implement the internship, including, when feasible, time to attend relevant meetings and conferences. School Counseling Site Supervisors shall be granted with sufficient time to (1) undergo training in models of supervision, the School Counseling Performance Expectations, and APU school counseling program internship requirements, (2) share responsibility in the quality of the internship, design of the internship, quality of clinical progress, and assessment and verification of candidate competence.

The District shall (a) support continuing education and professional growth and development of staff members of the District responsible for supervision of assigned Interns; (b) provide the physical facilities and equipment necessary to conduct the internship; (c) advise the University of any changes in its personnel, operations, or policies which may affect the internship; (d) permit inspection by the University of the facilities, services available for learning experiences, candidate records, and other items pertaining to the internship; and (e) provide access to the University and its candidates the applicable District rules and regulations with which they are expected to comply.

The District agrees that the Intern School Counselor or School Psychologist will remain an employee of the District for the term of the issued Intern Credential or completion of the program, whichever occurs first.

The District shall ensure that the Intern School Counselor or School Psychologist does not displace other certificated Pupil Personnel Services employees in the District.

The following signatures hereby indicate approval of this agreement:

Azusa Pacific University

California Pacific Charter Schools

By _____

Signature _____

Name: Anita Fitzgerald Henck

Printed Name: _____

Title: Dean, School of Education

Title: _____

Date: _____

Date: _____

Azusa Pacific University

Address: _____

School of Education

P.O. Box 7000

Phone Number: _____

Coversheet

Approval of New Board Policies

Section: X. Policy Development
Item: A. Approval of New Board Policies
Purpose: Vote
Submitted by: Christine Feher/Gretchen Chamberlain
Related Material: CPCS - 1010 Civility Policy.docx.pdf
CPCS - 5130 Damaged or Lost Instructional Materials.pdf
CPCS- 6210 Graduation Policy.docx.pdf

BACKGROUND:

1000 Series - Community Relations

1010-CPCS Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. This policy provides some examples of 'uncivil' behavior and lists the steps that may occur in the event that a party is uncivil during a school-related activity.

5000 Series - Instruction

5130-CPCS Damaged or Lost Instructional Materials Policy

California Pacific Charter Schools provides instructional materials, including but not limited to, technology devices, books, workbooks, supply kits, and manipulatives to its students solely for educational purposes. As such, the intention of this policy is to make clear the expectation for the responsibility of students for these materials and the consequences for damages or loss of these materials

6000 Series - Students

6210-CPCS Graduation Policy

The intention of this policy is to outline the various graduation paths offered through CALPAC and the requirements to be eligible for each.

RECOMMENDATION:

In order to ensure adherence with State and federal laws related to student services and instruction, it is recommended the Board approve the following policies as presented.

Fiscal Impact: None.

COMMUNITY RELATIONS

1010-CPCS

CIVILITY POLICY

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct may include, but are not limited to:

- 1) using an inappropriately loud voice;
- 2) using profane, vulgar, or obscene words or gestures;
- 3) belittling, jeering, or taunting;
- 4) using personal epithets;
- 5) using violent or aggressive gestures or body-language;
- 6) repeatedly and inappropriately interrupting another speaker;
- 7) repeatedly demanding personal attention at inappropriate times;
- 8) purposefully and inappropriately invading personal space;
- 9) purposefully ignoring appropriate communications;
- 10) wrongfully interfering with another person's freedom of movement;
- 11) wrongfully invading another person's private possessions; or;
- 12) any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps may occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Consequence**- If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include student suspension or expulsion, parent/guardian removal from school events and activities, and/or may result in staff discipline possibly leading up to and resulting in termination

STUDENT SERVICES**5130-CPCS****DAMAGED OR LOST INSTRUCTIONAL MATERIALS POLICY**

California Pacific Charter Schools and its programs (hereinafter, collectively “CPCS” or the “Charter School”) provides instructional materials, including but not limited to, technology devices, books, workbooks, supply kits, and manipulatives to its students solely for educational purposes.

CPCS recognizes that instructional materials are an expensive resource and that each student is entitled to sufficient instructional materials in accordance with the law. Since CPCS is required by law to provide students with all instructional materials necessary, the student and parent/guardian may not refuse receipt of any instructional materials from the Charter School. Instructional materials provided for use by students remain the property of the Charter School.

Non-Consumable Instructional Materials: These are instructional materials that may be used multiple times by multiple students, such as books, novels, technology devices, equipment, and manipulatives. All non-consumable materials must be returned to the Charter School.

Consumable Instructional Materials: These are instructional materials that are good for a single student’s use, such as workbooks and supply kits. Consumable materials are provided in enough quantity to students to support their learning and instruction over the course of a single school year. While consumable materials are not expected to be returned to CPCS, consumable materials that are lost or damaged during the school year in which they are issued are held to the same reimbursement process as non-consumable items.

Student Responsibilities for Instructional Material Use

Students are responsible for the reasonable and prudent care of all instructional materials, including consumable items, and to protect issued materials from loss, theft, or damage. Students are also responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

The student and parent/guardian shall bear the risk for lost, stolen, or damaged equipment and components from the date the student receives delivery of the instructional materials until the materials return to CPCS or until the materials expiration (usually one school year) if a designated consumable item.

Additional usage terms and responsibilities apply to technology devices. Please refer to the Charter School’s Technology/Equipment Usage Agreement and Policy 5045: Acceptable Use for further details.

Damage or Lost Material Assessment Process

STUDENT SERVICES**5130-CPCS**

DAMAGED OR LOST INSTRUCTIONAL MATERIALS POLICY

The student or parent/guardian must immediately notify the Charter School when instructional materials are damaged, lost, not received, or stolen.

When instructional materials are lost, stolen or so damaged that they are no longer usable, the student shall be immediately issued a replacement material. However, students or parents/guardians shall be responsible for reimbursement equal to the current replacement cost of the materials, including if an item is not received due to an inaccurate or outdated student address. When materials are damaged but still usable, the Superintendent or designee shall determine an appropriate charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student or parent/guardian from payment of reimbursement.

If reimbursement is not excused and not paid by the student or parent/guardian, the district may withhold the student's grades, diploma, and transcripts in accordance with the law, Board policy, and administrative regulation.

Reimbursement Process

CPCS desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property, including instructional materials. When CPCS property is damaged, lost, or stolen, CPCS shall seek reimbursement of damages, within the limitations specified in the law from the parent/guardian of any minor child from any other responsible individual.

The district may collect a debt owed by a student or former student as a result of vandalism or to cover the replacement cost of instructional materials or property loaned to a student that the student willfully fails to return or that is lost, stolen, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904)

INSTRUCTION**6210-CPCS****GRADUATION POLICY**

California Pacific Charter Schools and its schools: California Pacific Charter - Los Angeles, California Pacific Charter - San Diego, California Pacific Charter - Sonoma (“CPCS” or “Charter School”) adopt this Graduation Policy to apply to all high school students at CPCS.

Course Requirements

Charter School students are expected to meet the graduation requirements as stated below:

Subject	Traditional	Credit Recovery (Reduced Credit)	AB167 (Homeless & Foster Youth)
English	40	30	30
Mathematics	20	20	20
Life Science	10	10	10
Physical Science	10	10	10
Visual/Performing Arts OR CTE OR Foreign Language	10	10	10
World History	10	10	10
American History	10	10	10
American Government	5	5	5
Economics	5	5	5
Physical Education	20	20	20
Electives	80	30	0
TOTAL	220	160	130

To determine whether students transferring into Charter School have met course requirements, Charter School’s Executive Director will establish procedures to evaluate the comparability of course and/or students’ understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Early Graduation

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

INSTRUCTION**6210-CPCS****GRADUATION POLICY**

1. Students met the minimum of 220 credits.
2. Students must request early graduation in advance and sign the early graduation form along with a parent/guardian.
3. Students met the requirements to be deemed “Prepared” by the College/Career Indicators in one of the six following manners:
 - a. Smarter Balanced Summative Assessments: Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
 - b. Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
 - c. Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
 - d. State Seal of Biliteracy (SSB): awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the options below:
 - i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
 - ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
 - iii. Score of 3 on one AP exam
 - iv. Completion of CTE Pathway
 - e. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course plus one of the Additional Criteria from the options below:
 - i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
 - ii. Level 3 or higher on mathematics and at least a Level 2 in ELA
 - iii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
 - iv. Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

Reduced Requirements for Credit Deficient Students

California Pacific Charter Schools serve a number of students who are credit deficient. Charter School employs the use of the Credit Recovery and Foundations programs to remediate credits with the goal of all students completing the traditional diploma program (220 credits). There are some students who are so behind in credits that they are unable to achieve 220 credits in four years of high school. The California minimum graduation requirement is 130 credits. Charter School has a 160 credit, reduced credit pathway for students who are entering their 12th grade year and have 120 credits or less. This also applies to any 5th year senior. An administrator can also approve the reduced credit pathway for students with extraordinary circumstances that will

INSTRUCTION**6210-CPCS****GRADUATION POLICY**

impede them from earning 220 credits in four years of high school. Students must be identified prior to entering their senior year, or immediately upon enrollment in Charter School.

If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Reduced Requirements for Foster and Highly Mobile Students

Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies Education for Homeless Youth and Education for Foster Youth are available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide

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FAPE. In accordance with law, each student's individualized education program (“IEP”) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student’s ability to complete the Charter School’s prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.
2. Satisfactorily met the student’s IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student’s IEP, and met the objectives of the statement of transition services.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets the Charter School’s criteria to receive a high school diploma or until age 22.

Whether a student receives a certificate of completion, or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

California High School Proficiency Exam

The California High School Proficiency Examination (“CHSPE”) is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required

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for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.

People who are sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is administered may take the test. There is no upper age limit to take the test and current enrollment in high school is not required to take the exam. The CHSPE is given twice each year at many sites throughout the state. In addition to regular examinations, the examinations may also be conducted for all eligible persons at least once during each summer recess and may be conducted at any other time that the California Department of Education ("CDE") deems necessary to accommodate eligible persons whose religious convictions or physical handicaps prevent their attending one of the regular examinations. The test covers three subjects: language, reading, and mathematics. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination

Charter School will distribute an announcement to each student in grades eleven and twelve explaining the CHSPE. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by Charter School.

Retroactive Diploma

Charter School may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

1. The student was in their senior year of high school during the 2019–20 school year;
2. in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Extended Opportunities for High School Coursework Completion

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school, Charter School shall:

1. Exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements.

INSTRUCTION**6210-CPCS****GRADUATION POLICY**

2. Provide the opportunity to complete the statewide coursework required for graduation, if the student is not on track to graduate. This may include, among other opportunities for completion of the coursework, a 5th year of instruction.

For students graduating in subsequent years, students may continue at Charter School for a 5th academic year providing that they are making adequate academic progress and have been continuously enrolled after their 19th birthday in accordance with the law. Students in their 5th year will transition to the reduced credit pathway as a means to expedite graduation.

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.
2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.
3. Eligibility for a Certificate of Completion, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may

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appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

Coversheet

Approval to Amend Board Policy 9250-CPCS Remuneration, Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23

Section: X. Policy Development
Item: B. Approval to Amend Board Policy 9250-CPCS Remuneration,
Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23
Purpose: Vote
Submitted by: Christine Feher/Gretchen Chamberlain
Related Material:
CPCS_BB_9250_Remuneration__Reimbursement_and_Other_Benefits_.docx.pdf
CPCS_BB_9250_Remuneration__Reimbursement_and_Other_Benefits_.docx_redline_8_9_2022.pdf

BACKGROUND:

Per board policy 9250, on an annual basis, the Board may establish the compensation of its members. Increases to the member compensation amount may not exceed an additional \$100.00 based on the present monthly rate of compensation.

RECOMMENDATION:

It is recommended the Board take action to establish the compensation rate for the 2022-2023 school year and direct staff to implement the new rate effective September 1, 2022.

Fiscal Impact: amount not to exceed \$6000.00

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$500.00.

On an annual basis, the Board may increase the compensation of Board members in an amount not to exceed \$100.00/month annually based on the present monthly rate of compensation.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the non-profit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Student Board members shall receive no compensation for meetings attended.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the non-profit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the non-profit corporation personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the non-profit corporation's interests; attendance at the non-profit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the non-profit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the non-profit corporation.

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.

BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$500.00.

On an annual basis, the Board may increase the compensation of Board members in an amount ~~beyond the limit delineated in Education Code 35120 in an amount~~ not to exceed \$100.00/month annually based on the present monthly rate of compensation.

Board members are not required to accept payment for meetings attended.

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BOARD BY-LAWS

9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

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Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.