



# California Pacific Charter Schools

## California Pacific Charter Schools

### Regular Meeting of the Board of Directors

Published on November 11, 2023 at 10:43 AM PST

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#### **Date and Time**

Tuesday November 14, 2023 at 5:00 PM PST

#### **Location**

Holiday Inn Diamond Bar  
Room: Northgate 101  
21725 E Gateway Center Dr.  
Diamond Bar, CA 91765

#### **Teleconference Locations**

1850 Peary Way, Livermore, CA 94550  
Holiday Garden Inn, Room: Boardroom, 2540 Venture Oaks Way, Sacramento, CA 95833  
32706 Spun Cotton Drive, Winchester, CA 92596  
Holiday Garden Inn, Room: Padre, 4200 Taylor St, San Diego, CA 92110

#### **Join by telephone or via Zoom conferencing link below:**

Dial by your location:

(213) 338 8477 (Los Angeles)

(669) 900 6833 (San Jose)

Meeting ID: 945-0784-4992

<https://cal-pacs-org.zoom.us/j/94507844992>

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#### **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.

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Call the Meeting to Order		Board President	1 m
<b>B.</b> Record Attendance		Board President	2 m
Roll Call:			
Kelly Wylie, President			
Dr. Shirley Peterson, Vice President			
Tanya Rogers, Clerk			
Bill Howard, Member			
Jason McFaul, Member			
<b>II. Pledge of Allegiance</b>			<b>5:03 PM</b>
<b>A.</b> Led by Board President or designee.		Board President	2 m
<b>III. Approve Adopt/Agenda</b>			<b>5:05 PM</b>
<b>A.</b> Agenda	Vote	Board President	2 m
It is recommended the Board of Directors adopt as presented, the agenda for the regular Board Meeting of November 14, 2023.			
Roll Call Vote:			
Kelly Wylie			

	Purpose	Presenter	Time
Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

**IV. Approve Minutes 5:07 PM**

<b>A.</b> Minutes of the Regular Meeting of the Board of Directors that was held on October 10, 2023	Approve Minutes	Board President	2 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

**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 5:09 PM**

<b>A.</b> CTE Program Highlights	Discuss	Tyler Phipps	12 m
<b>B.</b> CalPac School Highlights	Discuss	Christine Feher	5 m
<b>C.</b> 23-24 Williams Site Visit from LACOE	Discuss	Christine Feher	2 m
<b>D.</b> 23-24 Williams Site Visit from SDCOE	Discuss	Christine Feher	2 m

**VII. Consent 5:30 PM**

	Purpose	Presenter	Time
<p>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.</p>			
<b>A.</b>	Consent - Business/Financial Services		1 m
	<ul style="list-style-type: none"> <li>1. Check Registers - October 2023</li> <li>2. J.P. Morgan Statement - October 2023</li> <li>3. Approval of Surplus of Electronic Devices</li> </ul>		
<b>B.</b>	Consent - Personnel Services		1 m
	<ul style="list-style-type: none"> <li>1. Approval of Certificated - Personnel Report</li> <li>2. Approval of Classified - Personnel Report</li> </ul>		
<b>C.</b>	Consent - Policy Development	Vote Board President	1 m
	Approval of existing board policies revised and reviewed by staff for the 2023-2024 school year.		

**Board Policies: Reviewed**

The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation. The document may also include a change from Executive Director to Superintendent. The edits did not affect the content, meaning, and intent of the policy.

**5000 Series - Student Services**

- 5000 - CPCS Concepts and Roles
- 5015 - CPCS Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- 5110 - CPCS Cell Phones, Smartphones, Pagers, & Other Electronic Signaling Devices Policy
- 5125 - CPCS Investigation of Residence Policy
- 5130 - CPCS Damaged or Lost Instructional Materials Policy

**Board Policies: Revised**

	Purpose	Presenter	Time
<p>The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.</p>			

**5000 Series - Student Services**

- 5010 - CPCS Educational Records and Student Information Policy
- 5020 - CPCS Suicide Prevention Policy
- 5030 - CPCS Immunization Policy
- 5035 - CPCS Student Freedom of Speech and Expression Policy
- 5045 - CPCS Acceptable Use Policy
- 5050 - CPCS Academic Integrity Policy
- 5055 - CPCS Self Administration of Medication Policy
- 5060 - CPCS Grade Acceleration Policy
- 5065 - CPCS Lottery Policy
- 5070 - CPCS Transgender and Gender Nonconforming Student Nondiscrimination Policy
- 5075 - CPCS Transcripts from Non-Accredited Schools Policy
- 5085 - CPCS Communicable, Contagious, or Infectious Disease Prevention Policy
- 5095 - CPCS Grade Retention Policy
- 5115 - CPCS Pregnant and Parenting Students Policy

**Consent items A through C 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 \_\_\_\_\_

<b>VIII. Education/Student Services</b>	<b>5:33 PM</b>
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- |   |             |                      |             |
|---|-------------|----------------------|-------------|
| <p><b>A.</b> Approval of 2023-24 School Plan for Student Achievement (SPSA)</p> | <p>Vote</p> | <p>Ericka Zemmer</p> | <p>20 m</p> |
|---|-------------|----------------------|-------------|

It is recommended the Board approve the 2023-24 School Plan for Student Achievement (SPSA) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Purpose                      Presenter                      Time

**Fiscal Impact: None**

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- B.** Renaissance Subscription (Early Renewal)                      Vote                      Christine Feher                      5 m

It is recommended the Board approve the Renaissance STAR early renewal contract for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.

Fiscal Impact: Up to \$45,000.00

*(Allocation split may vary dependent on actual enrollment)*

California Pacific Charter - Los Angeles (#1751) \$ 22,500.00

California Pacific Charter - San Diego (#1758) \$ 14,400.00

California Pacific Charter - Sonoma (#2037) \$ 8,100.00

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**IX. Calendar**

The next scheduled meeting will be held on December 5, 2023.

**X. Comments 5:58 PM**

- A.** Board Comments                      Discuss                      5 m

- B.** CEO/Superintendent Comments                      Discuss                      5 m

	Purpose	Presenter	Time
<b>XI. Closing Items</b>			<b>6:08 PM</b>
<b>A. Adjourn Meeting</b>	Vote		2 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

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**FOR MORE INFORMATION**

For more information concerning this agenda, contact  
California Pacific Charter Schools. Telephone: 949-688-7798

# Coversheet

## Minutes of the Regular Meeting of the Board of Directors that was held on October 10, 2023

**Section:** IV. Approve Minutes  
**Item:** A. Minutes of the Regular Meeting of the Board of Directors that was held on October 10, 2023  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Meeting of the Board of Directors on October 10, 2023



APPROVED



# California Pacific Charter Schools

California Pacific Charter Schools

## Minutes

Regular Meeting of the Board of Directors

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### Date and Time

Tuesday October 10, 2023 at 5:00 PM

### Location

Holiday Inn Diamond Bar  
Room: Northgate 101  
21725 E Gateway Center Dr.  
Diamond Bar, CA 91765

### Teleconference Locations

Holiday Garden Inn, Room: Conservatory, 4200 Taylor St, San Diego, CA 92110  
Fairfield Inn Rancho Cordova, Room: Meeting Facility, 10745 Gold Center Dr, Rancho Cordova, CA 95670

### Join by telephone or via Zoom conferencing link below:

Dial by your location

(213) 338 8477 (Los Angeles)

(669) 900 6833 (San Jose)

Meeting ID: 995-6923-8473

<https://cal-pacs-org.zoom.us/j/99569238473>

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**Directors Present**

J. McFaul, S. Peterson (remote), T. Rogers, W. Howard (remote)

**Directors Absent**

K. Wylie

**Guests Present**

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, E. Zemmer (remote), G. Chamberlain (remote), S. Green (remote)

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**I. Opening Items**

**A. Call the Meeting to Order**

S. Peterson called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Oct 10, 2023 at 5:02 PM.

**B. Record Attendance**

**II. Pledge of Allegiance**

**A. Led by Board President or designee.**

S. Peterson, Vice President, led the Pledge of Allegiance.

**III. Approve Adopt/Agenda**

**A. Agenda**

T. Rogers made a motion to Approve the Agenda as Presented.

J. McFaul seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

J. McFaul Aye  
K. Wylie Absent  
W. Howard Aye  
T. Rogers Aye  
S. Peterson Aye

**IV. Approve Minutes**

**A. Minutes of the Regular Board Meeting held on September 12, 2023**

W. Howard made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-12-23.

J. McFaul seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

T. Rogers Abstain  
W. Howard Aye  
K. Wylie Absent  
S. Peterson Aye  
J. McFaul Aye

**V. Board Governance**

**A. Succession Planning**

The Board agreed with the Succession Plan presented.

**VI. Public Comments/Recognition/Reports**

**A. Recognition and Reports**

There were no public comments regarding recognition and reports.

**VII. Correspondence/Proposals/Reports**

**A. School Highlights, Presented by Christine Feher, CEO/Superintendent**

Presented by C. Feher, Superintendent

**B. Williams Settlement Findings for 2023-24 Site Visits from LACOE**

Presented by C. Feher, Superintendent/CEO.

**C. Local Control and Accountability Plan for CalPac Sonoma (Revised)**

Presented by C. Feher, Superintendent/CEO.

**D. Local Performance Data and Intervention**

Presented by G. Chamberlain, Assistant Director of Data & Assessments, and E. Zemmer, Assistant Superintendent.

**VIII. Consent**

**A. Consent - Business/Financial Services**

**B. Consent - Personnel Services**

**C. Consent - Policy Development**

T. Rogers made a motion to Approve all items listed in Consent.

J. McFaul seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

J. McFaul Aye

K. Wylie Absent

T. Rogers Aye

S. Peterson Aye

W. Howard Aye

**IX. Business/Financial Services**

**A. Approval of The National Center for Urban School Transformation (NCUST) Contract**

J. McFaul made a motion to Approve the contract for The National Center for Urban School Transformation (NCUST).

W. Howard seconded the motion.

S. Peterson abstained from voting due to her employment with NCUST

The board **VOTED** to approve the motion.

**Roll Call**

S. Peterson Abstain

J. McFaul Aye

T. Rogers Aye

K. Wylie Absent

W. Howard Aye

**B. Approval of ECC Technology Services Lease (Renewal)**

J. McFaul made a motion to Approve the ECC Technology Services Lease (Renewal).

W. Howard seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Peterson Aye  
W. Howard Aye  
T. Rogers Aye  
J. McFaul Aye  
K. Wylie Absent

**X. Calendar**

**A. Next Scheduled Meeting**

The next Regular Meeting of the Board of Directors will be held on November 8, 2023

**XI. Comments**

**A. Board Comments**

The Board thanked C. Feher and CalPac's staff for their dedication and impressive work in just 29 school days.

**B. CEO/Superintendent Comments**

C. Feher thanked the Board for all their work and time.

**XII. Closing Items**

**A. Adjourn Meeting**

W. Howard made a motion to Close the meeting.  
J. McFaul seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

S. Peterson Aye  
T. Rogers Aye  
J. McFaul Aye  
W. Howard Aye  
K. Wylie Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:57 PM.

Respectfully Submitted,  
S. Peterson

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**Documents used during the meeting**

- Succession Planning (Oct 2023).pdf
- September 23-24 LA School Highlights.pdf
- September 23-24 SD School Highlights.pdf
- September 23-24 SO School Highlights.pdf
- Williams Report from LACOE 10.3.23.pdf
- 2023\_Local\_Control\_and\_Accountability\_Plan\_CPC-SO.pdf
- 2023-24 Local Performance Data & Intervention.pdf
- CalPac-LA Check Register September 2023.pdf
- CalPac-SD Check Register September 2023.pdf
- CalPac-SO Check Register September 2023.pdf
- J.P. Morgan Statement September 30 2023.pdf
- Surplus of Electronic Devices 10.10.23.pdf
- 2023-2024\_Classified Salary Plan rev. 10-10-2023.pdf
- BUS CPCS Consent Items 10.C 10.6.23.pdf
- E. Family and Medical Leave Act and California Family Rights Act Policy rev. 10-10-2023.pdf
- CPCS - 6040 Local Assessment Policy .pdf
- NCUST\_Contract\_23-24.pdf
- ECC Order and Lease Contract 10.10.23.pdf

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**FOR MORE INFORMATION**

For more information concerning this agenda, contact  
California Pacific Charter Schools. Telephone: 949-688-7798

# Coversheet

## CTE Program Highlights

**Section:** VI. Correspondence/Proposals/Reports  
**Item:** A. CTE Program Highlights  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CTE Board Presentation 2023-24.pdf



# Career Technical Education

23-24



California Pacific  
Charter Schools





# Meet the Team



**Tyler Phipps**

Admin Support



**Debi Huber**

Department Chair  
Lead Teacher-  
Design/Visual/Media Arts  
Pathway



**Carly Berry**

Lead Teacher- Business  
Pathway  
Lead Teacher-  
Introduction to CTE



**Elizabeth DelConte**

Lead Teacher- Education  
Pathway



# What's New This Year



- **Year 2 Education Pathway**
- **Student portfolios for Year 2 students**
- **Individualized Work Based Learning**



# The CTE Pathways



## Intro to CTE

Take a deep dive into all the different career clusters to discover what matches your interests and passions. This is a class all about DISCOVERY.

### **Business Management**

Want to own your business? Not sure what you want to do? This pathway is great for learning important workplace skills for any industry or career!

### **Design, Visual, & Media Arts**

This pathway aims to offer students hands-on opportunities for training and experience in the media arts.

### **Education and Administration**

This pathway is intended for students interested in childcare, education, and other educational career options.



# CTE Goals



## Get Plugged In!



- Community within a community
- Find your passions
- Develop your skills

## Real World Experience



- Pathful Connect
- Pathful Explore/Work experience
- Industry Chats

## College & Career Readiness



- Grow numbers by increasing number of pathway completers
- This year we have 9 Capstone students!!  
450% growth!!

# CalPac CTE 23-24

**While hitting all of the CTE Anchor standards in CTE Academy Live Sessions and individual pathways here are some projects and activities that address specific standards:**

→ **Anchor Standard 4:** Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

- Year 2 students are creating [ePortfolios](#). (you can click on the link for the template)

[CLICK HERE TO VIEW EPORTFOLIOS](#)





# CalPac CTE 23-24



**Anchor Standard 2:** Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



**Anchor Standard 7:** Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- In the Spring semester all CTE students participate in our resume building process and mock interviews.



# CalPac's Coastal Cafe





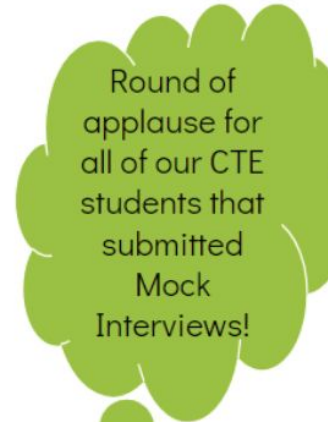
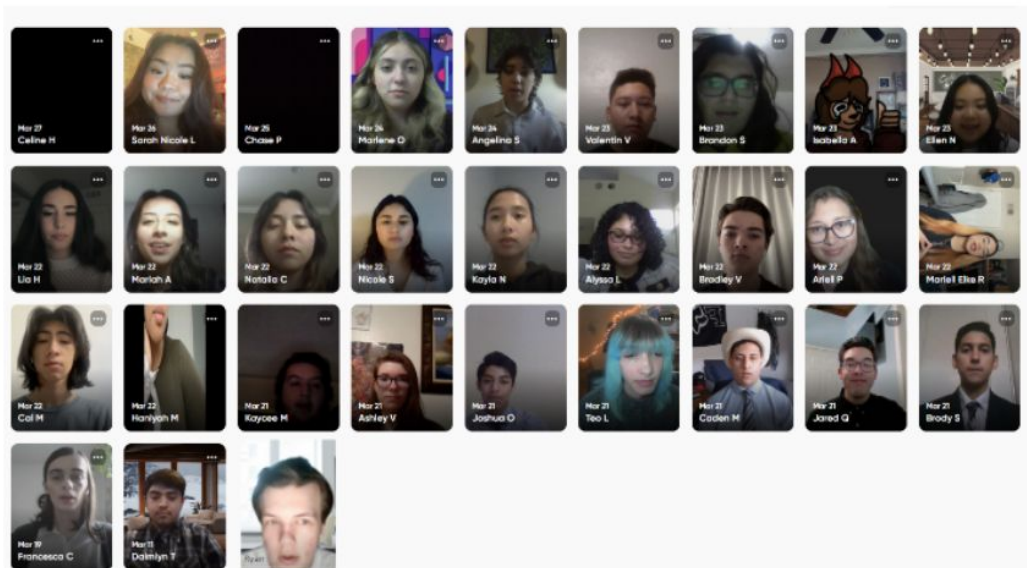
# Mock Interviews



We are so proud of each and every one of you!!!!



# Congratulations!





# Mock Interviews Finalists

## Our 5 Finalists



**Ariell**



**Frankie**



**Joshua**



**Ellen**



**Jared**



# Mock Interviews – Student Feedback

## Student feedback from business students after the Mock Interviews

Get more confidence!

Gives an idea of what to expect when doing a real job interview.

It help me to realize that we can do it

Well I have done multiple interviews so this one is just a practice one but definitely helped me more with answering the questions confidently.

it helped me to show what a real interview would be like

It showed me what I should expect when doing an actual interview.

I feel I know how a interview would go now

The mock interview showed me to be calm and be happy about the interview and that it is not really scary, it just like a conversation for a job.

Was nerve-wracking, but helped me overcome my fear.

## What I Have Learned

How to comfortably learn to speak and communicate with others in efficient ways.

How to present yourself as a person to trust and depend on.

It is important to prepare for answering the "what is your greatest weakness" question.

To Prepare for the Questions You Know They Are Going to Ask

The interviewer not only focuses on your answers, but also your body language.

how to be confident but humble during an interview



# CalPac CTE 23-24



**Anchor Standard 9:** Leadership and Teamwork  
Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.

- In the Spring semester of 2023 CTE students participated in a Team Building workshop at Disney California Adventure Park.
- This fall we are taking a group of CTE students to Disneyland for a Leadership workshop.





# CTE Design/Visual/Media Arts Student Work

**CTE: DESIGN, VISUAL, AND  
MEDIA ARTS 2**



# Work Based Learning Hours

**Year 2  
students earn  
work based  
learning hours  
by creating  
flyers for  
different  
school events.**



# CTE Business Management

## Student Sample: Created Board Game

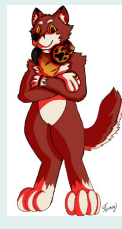
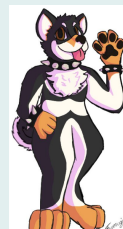
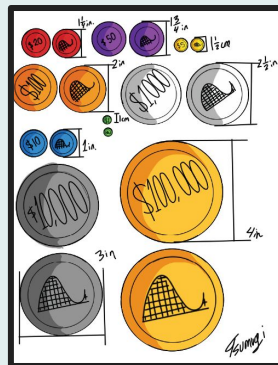
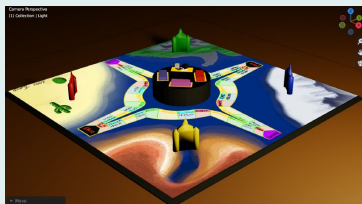
### Current Business Mgmt 2 Project:

Marketing Mix - Students design and develop a new business venture.

Students determine their Target Market and the 4 P's.

**Product, Pricing, Place, Promotions**

“Coaster Clutter!” is an economics based board game challenging players to build theme parks better and faster than their opponents.



**Consequence Card:**

<b>CONSEQUENCE</b>	<b>SAMPLE</b> Examples will be put here! This is just an example of design.
<b>Benefit:</b>	
<b>BENEFIT</b> This card is a tester. This is not final.	<b>BENEFIT</b>
<b>Event:</b>	
<b>EVENT</b>	<b>SAMPLE</b> This is a sample card. This isn't final.



# CTE Business Management

CTE Opportunities:

1-1 Meetings (Individualize WBL Hours, Discuss Career Path)

Guest Speakers - Entrepreneurs

Pathful Connect and Explore - Career Videos

**Other Business Projects:**

## Management Responsibilities Project

Students pretend they run their own coffee shop and need to hire an assistant manager. Students have to craft their own job description and create a posting to attract to right employee. It includes: the company mission statement, a job summary, responsibilities and duties of the job, qualifications and skills they want, and a salary range, benefits and any perks they will offer.)

## Cost of Credit Project

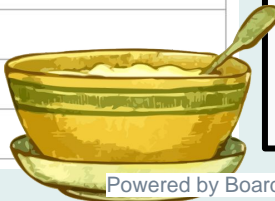
Students conduct research to find the best financing for their first car. Students make multimedia presentations of their findings and their best financing option.

Comparison of options with a downpayment of <b>\$0.00</b>	Bank of America	San Diego County Credit Union
Interest rate (APR)	5.79%-8.69%	5.49%-7.59%
Financing fees	\$0	\$0
3-Year Monthly Payments	\$304	\$302
4-year Monthly Payments	\$234	\$233
5-year Monthly Payments	\$193	\$191



## Group Project - Create Your Own Cereal

In groups, students brainstorm what they like about their favorite cereals, what they want in a cereal that is not already available? What needs or wants are not met by the current options? Then in small groups, create their own cereal. They follow the economic utilities to fully develop their product.





# CTE Education 1A student work

## WE ARE HIRING

### Special Education Teacher

**REQUIREMENTS**

- Special Education Certification
- Bachelor's Degree
- Classroom Experience
- Teaching Certification

**SKILLS**

- Patience
- Communication

**Duties**

- Attend conference meetings
- Gauge social ability

**\$65K a year | Location: Fullerton**

Send your resume to [edelconte@cal-pacs.org](mailto:edelconte@cal-pacs.org)

Works cited: [Nepri.com](https://www.nepri.com) [Indeed.com](https://www.indeed.com)

## Job Advertisement Project

Students learned to use Nepri to research educational careers.

## Lesson Plan

**Grade Level:** 3rd

**Subject:** Language Arts

**Topic:** Following Directions

**Objectives:**  
Teach 3rd grade students how to make a peanut butter and jelly sandwich.

**Materials:**  
Bread  
Jelly  
Peanut butter  
Plates  
Plastic knives  
Paper towels

Google slides presentation to show students.

**Activities:**  
Follow directions to make a peanut butter and jelly sandwich.

**Notes:**  
Check for peanut/nut allergies  
Make sure students have bread slices even.

**Assessments**  
Sandwich making done individually by each student in class.

## Lesson Plan Project

Learning the basics of how to create a lesson plan. Students created a lesson plan outline and google slides presentation for a 3rd grade class on how to make a peanut butter and jelly sandwich.

How are you doing today?  
Give me a thumbs up or down!

What is your favorite type of sandwich?

Materials needed to make a Peanut Butter and Jelly Sandwich

1. Bread
2. Peanut butter
3. Jelly
4. Plastic knife
5. Plastic plates
6. Paper towels

**Step 1:**  
Wash your hands and make sure you have everything you need on your plate.

**Step 2:**  
Use the butter knife to spread the peanut butter on one side of your first slice of bread.

**Step 3:**  
Use the butter knife to spread the jelly on the other side of your second slice of bread.

**Step 4:**  
Carefully put the two slices together, making sure the peanut butter and jelly are touching.

**Step 5:**  
Cut the sandwich in half with the knife.

How did your sandwich turn out?  
What shape is your sandwich?





# CTE Education 2A student work

## Education Work Based Learning-

Opportunities through CalPac

Date	Hours Worked	Activity
10/06/23	12:30-1:30 pm	Observing in the VLH at 12:30 next Friday
10/13/23	10-11 am	Observing in the 3rd Grade classroom
10/27/23	11:30-12 pm	Guest Speaker Mrs. Goldbach


**Edjoin project:** Current project students are working on. Students created an edjoin account in class last week for this project. We are using edjoin to research educational job postings in their area of interest and location.

**Multimedia Project:** researching different careers in education and their work activities, context and tasks

### Common Work Context for Elementary School Teachers

- Coordinate and or lead others
- Work with a large group or team
- More than 40 hour work week
- Face to face interaction with others and communicating with others.

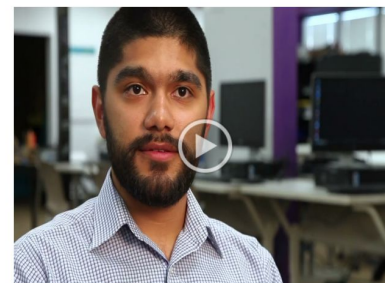


  
**EdJoin Project**  
 CTE Education 2A

**Step 1: Watch the Video: Success Story**  
 ■ EDJOIN Success Story: Nathan Ahmed

**Step 2: Register on Edjoin**  
 Visit <https://www.edjoin.org/Home/Index> and click the login/register button then click register to register for an edjoin account.

Info needed to register:  
 - First and Last name  
 - Calpac email address





# CTE Students



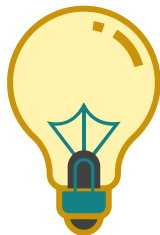
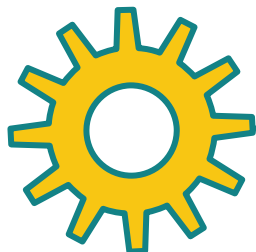


# CTE Academy





# The CTE Pathways



## Skills

Learn about yourself as you learn about industry hard and soft skills!

## Dream Job Vision Boards & Resume

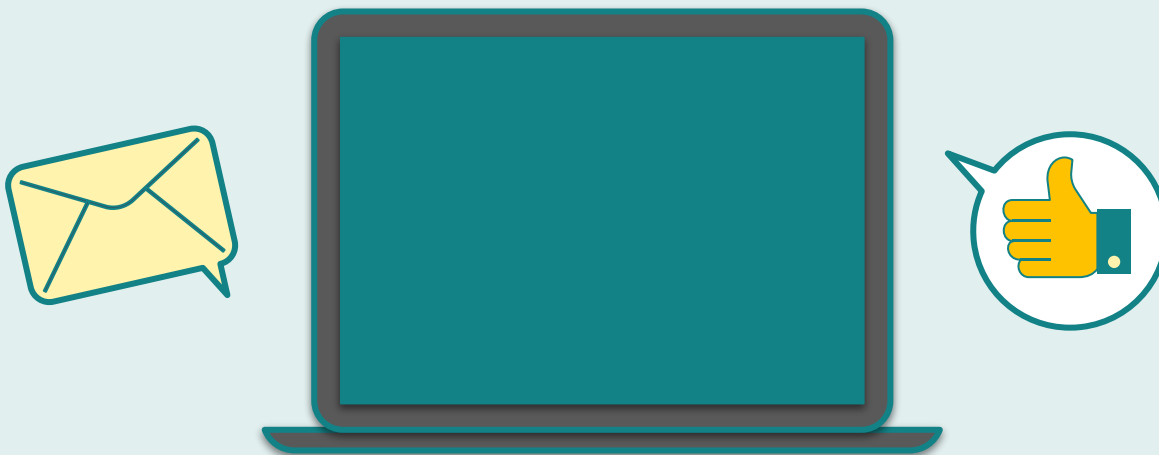
Create a "Dream Job Vision Board" and present to the Academy as a stepping stone to creating a working resume

## Mock Interviews

Practice interviewing so you feel confident!

## Community

Connect and grow with each other!



## **Need more information about CTE @ CalPac??**

[Website](#), [Google Classroom](#), [Zoom link](#) for Academy meetings  
(1st Friday/month @ 11am)

# Coversheet

## CalPac School Highlights

**Section:** VI. Correspondence/Proposals/Reports  
**Item:** B. CalPac School Highlights  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** October 23-24 School Highlights - Los Angeles.pdf  
October 23-24 School Highlights - San Diego.pdf  
October 23-24 School Highlights - Sonoma.pdf

# CPCS Los Angeles School Highlights

OCTOBER

**ROOTED**  
Growing Together

2023 - 2024

## Current Enrollment

427

## Program Highlights

In October, our calendar was brimming with activity. We hosted a WASC visit, many school-wide activities and events, staff development sessions, the commencement of club gatherings, and the conclusion of local assessments. Enrollment stabilized as enrollment came to a conclusion, and caseloads were full by October 10th. The month began with the excitement of [College Week](#) and concluded with the inspirational message of Red Ribbon Week, encouraging our students to contemplate their future and the significance of making positive choices.

Our recent WASC visit was a resounding success, shining a spotlight on our dedicated staff and their efforts. Their exceptional commitment took center stage during this visit, earning high praise from both students and parents. They universally acknowledged that it's the meaningful





# Los Angeles

OCTOBER 2023

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We held our first School Site Council meeting of the year! At our meeting, we swore in eight new members and introduced them to their rights and responsibilities. We also reviewed the Renaissance STAR scores and received an update on intervention efforts. Finally, we voted on the School Plan for Student Achievement (SPSA).

We successfully hired one additional Education Specialist and two Special Education Instructional Assistants who will begin with CalPac in mid-November.

The Special Education department announced Transition as a focus for this year, with the desire to increase outcomes in this area for our students with special needs. Transition planning helps students with disabilities prepare for life after high school, including post-secondary education, employment, and independent living.

The month held various field trip opportunities for our students. Students were able to visit the Santa Ana Zoo with Mrs. Ockey, we had the Irvine Pumpkin Patch field trip, a NASA virtual field trip for our K-2 students, and a Cal State Fullerton field trip for our high school students. It was great to see all our participating students, and we hope to continue to see new faces during each outing.







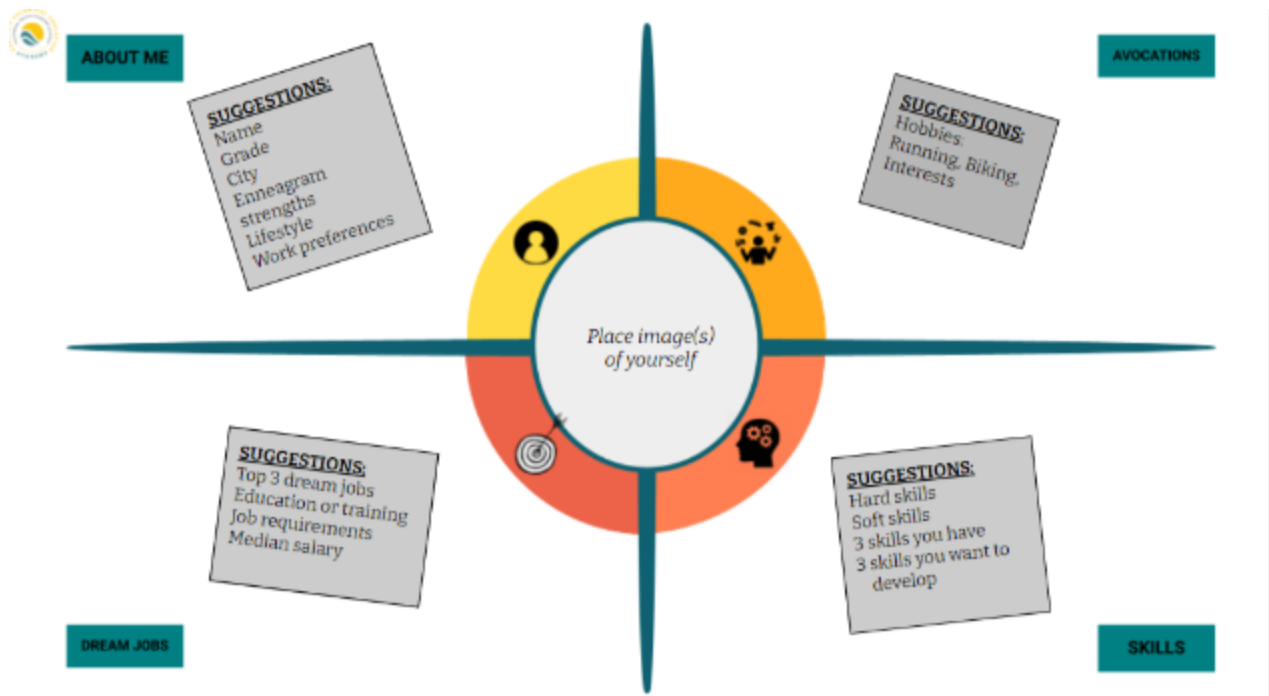
# Los Angeles

OCTOBER 2023

## Student Assessment and Intervention

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# Los Angeles

OCTOBER 2023

**Intro to Manhood:** The YALE Introduction to Manhood Academy has been up and running for 3 weeks. There has been a consistent group of 6-8 CalPac High School boys who have been joining the program's founder Mr. Freeman as he guides them through lessons around what it means to be a strong male in today's society. The lessons so far have revolved around topics including: respect, trust, and relationships. This is a 10 week program for the Fall and there has been overwhelmingly positive feedback from the students up to this point.

**Irvine Pumpkin Patch:** At the Irvine Pumpkin Patch, students did more than just pick a pumpkin! In this 2 hour tour, students were treated to a corn maze, a haunted mansion tour, and even a train ride! Irvine park had transformed into the perfect autumn destination!

**Santa Ana Zoo:** Students were wild over the Santa Ana zoo! Students got to adventure and see native animals in the Amazon, a beautiful butterfly habitat, slithery snakes at the outpost, and so much more. The best part was- getting to see a real live alpaca!

**CSU Fullerton:** CalPac is college ready! This month, students had a chance to tour the Cal State Fullerton campus. Students learned about the different majors, cultural events, Tuffy the titan, and even a bit about campus folklore. Our forward thinking CalPac students are ready for their futures!



## Professional Development

**Alludo Professional Development:** Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional competencies this year. In addition, all staff successfully completed the mandatory Safe Schools training this month.





# Los Angeles

OCTOBER 2023

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Smart Goals





# Los Angeles

OCTOBER 2023

For the 2023-24 school year CalPac is focused on increasing the percentage of students who graduate college and career prepared, reducing chronic absenteeism, increasing student achievement in the area of math on state assessments, and strengthening student retention as a means of improving the school's stability rate.

## Pictures & Videos

### College Week

[College Week Agenda](#)

### Red Ribbon Week

[Dress Up Days](#)

### Field Trips

Irvine Pumpkin Patch



Santa Ana Zoo





# Los Angeles

OCTOBER 2023

## CSUF Campus Tour



## Future Projects

- Knott's Berry Farm STEM Field Trip
- AI PD: Is Fighting AI in the Classroom Worth it?
- Dia de los Muertos Virtual Event
- IVC Campus Tour



# CPCS San Diego School Highlights

OCTOBER

**ROOTED**  
Growing Together

2023 - 2024

## Current Enrollment

**267**

## Program Highlights

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Student  
Achievement





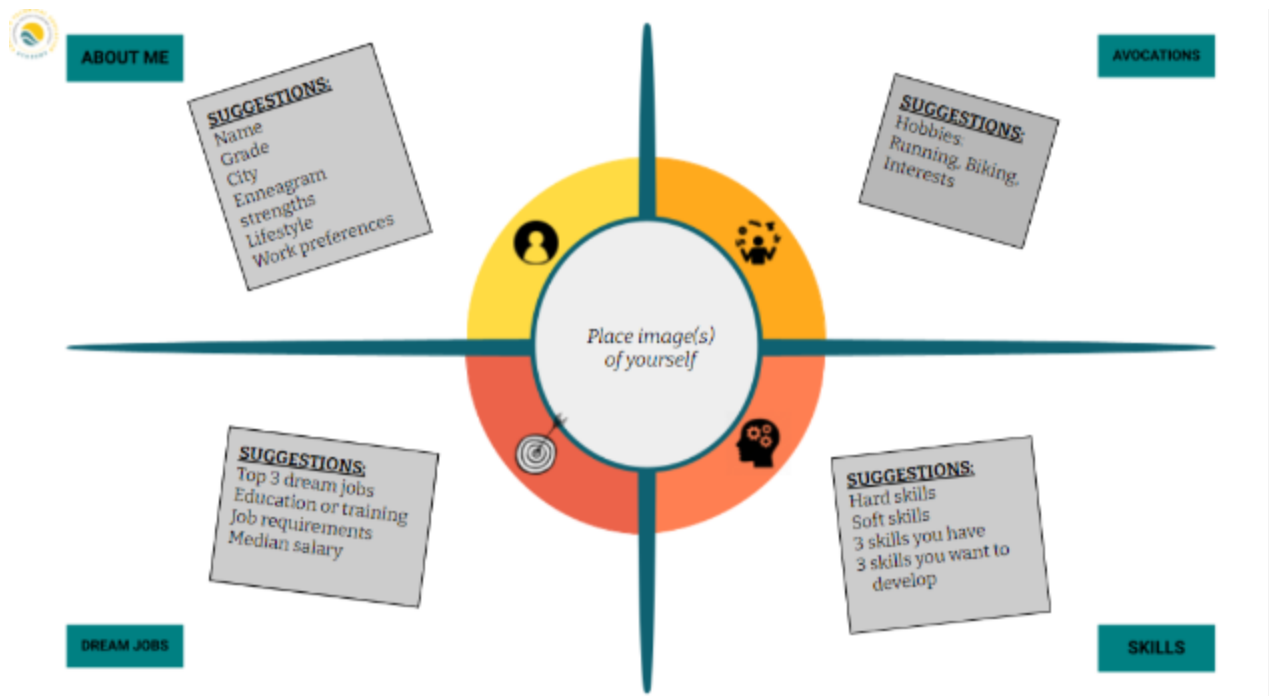
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OCTOBER 2023

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**Peltzer Pumpkin Patch:** Our SoCal Families had a great time celebrating the Fall season at the Peltzer Pumpkin Farm in Temecula, CA. They learned about tractors, different families of pumpkins, and even got to pet some baby goats! Best of all, Calpac friendships were formed during the trip!



## Professional Development

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## Pictures & Videos





# San Diego

OCTOBER 2023

## College Week

[College Week Agenda](#)

## Red Ribbon Week

[Dress Up Days](#)

## Field Trips

Peltzer Pumpkin Patch



## Future Projects

Knott's Berry Farm STEM Field Trip

AI PD: Is Fighting AI in the Classroom Worth it?

Dia de los Muertos Virtual Event

IVC Campus Tour



# CPCS Sonoma School Highlights

OCTOBER

**ROOTED**  
Growing Together

2023 - 2024

## Current Enrollment

151

## Program Highlights

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Student  
Achievement





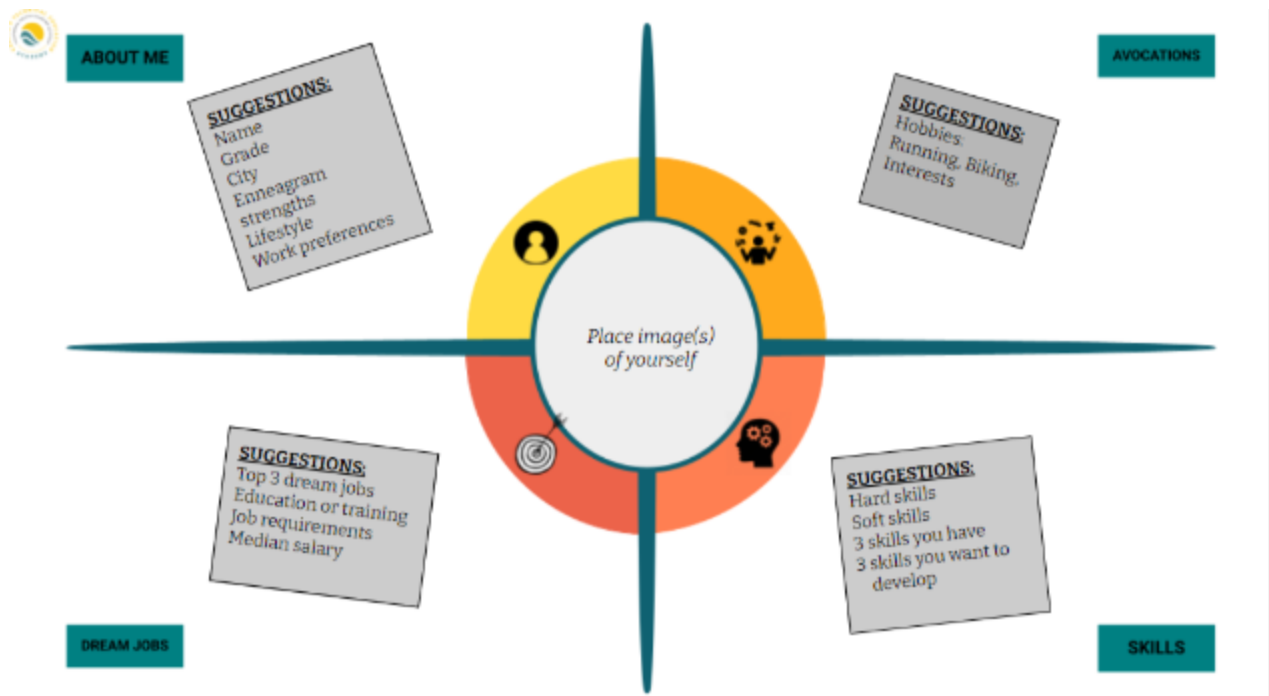
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OCTOBER 2023

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**Petaluma Pumpkin Patch:** Students and families had a blast at the school's annual farm field trip. The Minion-themed entertainment area was a big hit, and everyone enjoyed meeting the horses, goats, longhorn bull, and chickens. After a quick break, students hopped on the "train" for a ride around the farm. They saw the pumpkin patch, tree plot, and the haunted shacks. Then, it was time to pick pumpkins! Students carefully selected their perfect pumpkin and even wrote pumpkin haikus to celebrate their harvest.



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# Sonoma

OCTOBER 2023



## Pictures & Videos

### College Week

[College Week Agenda](#)

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Petaluma Pumpkin Patch



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Dia de los Muertos Virtual Event

IVC Campus Tour



# Coversheet

## 23-24 Williams Site Visit from LACOE

**Section:** VI. Correspondence/Proposals/Reports  
**Item:** C. 23-24 Williams Site Visit from LACOE  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Williams Report from LACOE 11.14.23.pdf



## Facility Inspection Tool

### Summary of Ratings For Williams Facility Inspection

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION <b>Acton-Agua Dulce Unified / Los Angeles County Office of Education</b>		COUNTY <b>Los Angeles</b>	
SCHOOL SITE / ADDRESS <b>California Pacific Charter- Los Angeles, 4101 Birch St, Newport Beach, CA 92660</b>		SCHOOL TYPE (GRADE LEVELS) <b>Middle</b>	NUMBER OF CLASSROOMS ON SITE <b>1</b>
INSPECTOR'S NAME <b>Vallo, Anthony</b>		NAME OF DISTRICT REPRESENTATIVE <b>None</b>	TITLE OF DISTRICT REPRESENTATIVE <b>None</b>
DATE OF INSPECTION <b>11/03/2023</b>	am	FOLLOW-UP INSPECTION DATE <b>Announced Visit</b>	CDS CODE <b>19753090132654</b>

Total # of Areas Evaluated	Category Totals	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/ FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS / FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIAL	STRUCTURAL	ROOFS / GUTTERS	PLAYGROUND SCHOOL GROUNDS	Windows/Door Gates/Fences
↓ <b>1</b>	# of '✓'s	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	# of "D"s															
	# of "X"s															
	# of "NA"s															
% of System in Good Repair # of ✓'s divided by (Total Areas - "NA"s)*		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total % per Category (Average of above)*		100			100	100		100	100		100		100		100	
Rank Good=90-100% Fair=75-89.99% Poor=0-74.99%		Good			Good	Good		Good	Good		Good		Good		Good	

\*Note - An extreme deficiency in any area automatically results in a "Poor" rating for that category and a zero for "Total % per Category".

<b>OVERALL RATING:</b>	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	<b>100.00%</b>	SCHOOL RATING →	<b>EXEMPLARY</b>
------------------------	--	----------------	-----------------	------------------

<b>Ratings Reduction</b>	<input type="text"/>	<b>Site Building</b>	<input type="text"/>	<b>Students Adults</b>	<input type="text"/>
<b>Rationale</b>	<input type="text"/>	SqFt	<input type="text"/>	Female Fixtures	<input type="text" value="0"/>
				Male Urinals	<input type="text" value="0"/>
				Male Toilets	<input type="text" value="0"/>
				Gender-Neutral Fixtures	<input type="text" value="0"/>

**Administration offices. No classrooms, RR or students. School is virtual.**

Percentage	Description	Rating
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of school.	<b>Exemplary</b>
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	<b>Good</b>
75-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs an/or additional maintenance are necessary in several areas of the school site.	<b>Fair</b>
0-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	<b>Poor</b>

The Los Angeles County Office of Education provides observations on approximately 25-60% of classrooms, chosen at random, for this report. Not all deficiencies will be observed; this inspection is merely a snapshot in time showing the condition of the school on one day and is not meant to be comprehensive. It is the responsibility of the School and District to ensure that the site is kept in Good Repair as defined by Williams Legislation.

Page 1 As of 11/03/2023 at 1:52 PM



# Detail Report Williams Facility Inspections School year 2023-2024

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## 75309 - Acton-Agua Dulce Unified

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19753090132654 - California Pacific Charter- Los Angeles

# of Instruction Rooms 1

# Inspected 1

% Instruction Rooms 100%

---

The following rooms were inspected with no deficiencies:

1 - Admin Offices

1 - Admin Offices

---

### OBSERVATIONS:

**Administration offices. No classrooms or students**

Inspection Reviewed by:

Note: When a deficiency is observed that involves moisture of any kind, including, but not limited to a stained ceiling tile or damp carpeting, it is the responsibility of the District to perform any necessary testing to determine the source of the moisture or any other hazards and then provide appropriate repairs. This report is a list of observations only and is not intended to diagnose the cause of a deficiency.

# Coversheet

## 23-24 Williams Site Visit from SDCOE

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San Diego County Office of Education **Main Campus**

6401 Linda Vista Road, San Diego, CA 92111

858-292-3500 | [www.sdcoe.net](http://www.sdcoe.net)

November 7, 2023

To: Christine Feher, Principal  
California Pacific Charter - San Diego

From: Patricia Karlin, San Diego County *Williams* Coordinator

Re: *Williams* Settlement Finding for 2023-2024 Site Visits

California Education Code Section 1240 require the San Diego County Office of Education staff to visit county schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or schools where 15% or more of the teachers are holders of a permit, certificate, or any other authorization that is a lesser certification than a preliminary or clear California teaching credential and report the results of the visit. California Education Code (EC) requires visits for the purpose of:

1. Ensuring that students have access to “sufficient” instructional materials in core subject areas (English/language arts, ELD, mathematics, history/social science, science) and, as appropriate, science laboratory equipment, world languages, and health education as defined in EC Section 60119.
2. Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT) and determining if there are any conditions that “pose an emergency or urgent threat to the health or safety of pupils or staff” as defined in EC Section 17592.72; and assessing “the safety, cleanliness, and adequacy of school facilities, including good repair” as required by EC Sections 17014, 17032.5, 17070.75, and 17089.

This report for the 2023-2024 site visit provides the findings in these areas for California Pacific Charter - San Diego. A letter and copy of your report were sent to Christine Feher, Superintendent and Kelly Wylie, School Board President. For more information regarding these visits, please contact me at [patricia.karlin@sdcoe.net](mailto:patricia.karlin@sdcoe.net) or 858-295-8822.

Our *Williams* Team appreciates the time you and your staff invested in order to make our visit to your school a positive experience.

Attachment: *Williams* Settlement Annual School Visit Summary Report for California Pacific Charter – San Diego

San Diego County Superintendent of Schools **Dr. Paul Gothold**

San Diego County Board of Education

Paulette Donnellon

Guadalupe González

Alicia Muñoz

Gregg Robinson

Rick Shea



# San Diego County Office of Education

## Williams Settlement Annual School Visit

### Summary 2023-2024

**Charter School: California Pacific Charter - San Diego**

**Date of Visit: Friday, November 3, 2023**

**Instructional Materials:**

*School inventories and 20-25% of classrooms were checked for sufficiency of instructional materials.*

Sufficient Textbook and Instructional Materials were found:  Yes  No

**School Facilities:**

*The Facilities Inspection Tool (FIT) was used to determine the condition of the facility. Copies of the detailed report were sent to the school site. The following 8 categories are ranked as good, fair, or poor based on the percentage of the 15 areas evaluated to be in good repair.*

Systems Inspected	Rating
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> Playgrounds/School Grounds, Windows/ Doors/ Gates/ Fences	Good
<b>Average Percentage of 15 Areas in 8 Categories:</b>	100%
<b>Overall School Rating</b>	Exemplary

Extreme Deficiencies:

# Coversheet

## Consent - Business/Financial Services

**Section:** VII. Consent  
**Item:** A. Consent - Business/Financial Services  
**Purpose:**  
**Submitted by:**  
**Related Material:** CalPac-LA Check Register October 2023.pdf  
CalPac-SD Check Register October 2023.pdf  
CalPac-SO Check Register October 2023.pdf  
J.P. Morgan Statement October 31 2023.pdf  
Surplus of Electronics 11.14.23.pdf



**Company name:** California Pacific Charter - Los Angeles  
**Report name:** Check register  
**Created on:** 11/1/2023  
**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/3/2023	KRAMER1--Kramer Trial Lawyers APC	10257	125,000.00	Legal Settlement Payment	55--California Pacific Charter - Los Angeles
	10/4/2023	ARNE001--A&R Parcel Three		2,622.00	Office Space Rent - October 2023	55--California Pacific Charter - Los Angeles
	10/4/2023	ALLS001--All Systems Go!	101371096	1,644.53	Marketing for October 2023	55--California Pacific Charter - Los Angeles
	10/4/2023	ALPH000--Alpha Vision, Inc.	101371095	189.50	October 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	55--California Pacific Charter - Los Angeles
	10/4/2023	CHAR001--Charter Impact	101371091	1,250.00	Payroll Services September 2023	55--California Pacific Charter - Los Angeles
	10/4/2023	WORL000--Worldwide Express	101371093	673.83	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/4/2023	DELA000--De Lage Landen Financial Services Inc.	101371094	172.61	Copier Lease for October 2023	55--California Pacific Charter - Los Angeles
	10/4/2023	SCHO003--Scholastic Teacher Store	101371092	161.70	Membership for 2023-24 SY	55--California Pacific Charter - Los Angeles
	10/4/2023	FEDE001--FedEx	101371090	51.84	Mail Fee for Office	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002186	34.06	Office Supplies for Victor Noqueda	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002183	48.48	Office supplies- pens, paper, mailing labels	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002184	32.31	Mailing Supplies for Office	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002180	12.60	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002181	6.83	Student supplies for AP science courses	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002182	4.85	Field Trip Supplies for R Ockev	55--California Pacific Charter - Los Angeles

**Company name:** California Pacific Charter - Los Angeles  
**Report name:** Check register  
**Created on:** 11/1/2023  
**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/5/2023	RING000--RingCentral	20137002169	1,782.46	Monthly phone bill-September 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002174	543.25	Legal Services for September 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	KAJE000--Kajeet, Inc	20137002178	538.48	Additional Student Hot Spots	55--California Pacific Charter - Los Angeles
	10/5/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002167	489.52	Legal Services for August 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	IRON000--Iron Mountain	20137002176	367.02	Services for September 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002173	350.00	Legal Services for August 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	HOLI002--Holiday Inn Diamond Bar	20137002177	176.70	Holiday Inn Diamond Bar - December Conference Room Rental	55--California Pacific Charter - Los Angeles
	10/5/2023	GOGU000--GoGuardian	20137002165	166.70	Additional GoGuardian Training for Teachers 23/24 SY	55--California Pacific Charter - Los Angeles
	10/5/2023	KAJE000--Kajeet, Inc	20137002179	153.38	Additional Student Internet Plans	55--California Pacific Charter - Los Angeles
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002170	166.00	Legal Services for August 2023	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002166	71.83	Art Kit materials for students	55--California Pacific Charter - Los Angeles
	10/5/2023	RBC001--R&B Communications, Inc.	20137002175	48.50	Service for enrollment lottery SY 23/24	55--California Pacific Charter - Los Angeles
	10/5/2023	PHIL000--Philadelphia Insurance Companies	20137002147	2,324.80	October Insurance Premiums	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/5/2023	AMAZ000--Amazon	20137002159	632.66	Art Kit materials for students	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002158	615.66	Art Kit materials for students	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002156	519.43	Art Kit materials for students	55--California Pacific Charter - Los Angeles
	10/5/2023	STAP001--Staples Technology Solutions	20137002161	459.08	Color Printer for Office	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002157	363.80	Art Kit materials for students	55--California Pacific Charter - Los Angeles
	10/5/2023	VANG000--Vangie Akridge	20137002163	12.50	Uber Ride to Hotel from Airport CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	55--California Pacific Charter - Los Angeles
		VANG000--Vangie Akridge	20137002163	13.63	Uber Eats for Lunch - CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	55--California Pacific Charter - Los Angeles
		VANG000--Vangie Akridge	20137002163	10.25	Mileage for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	55--California Pacific Charter - Los Angeles
		VANG000--Vangie Akridge	20137002163	38.00	Airport Parking for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002160	69.73	Office Supplies for Student Chromebooks	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002153	37.17	CTE Art kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002150	36.57	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2023	AMAZ000--Amazon	20137002155	36.40	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/5/2023	PITN000--Pitney Bowes Global Financial Services LLC	20137002148	13.65	Property Tax Fees for Contract	55--California Pacific Charter - Los Angeles
	10/5/2023	GREEN01--GreenBox Services LLC	20137002145	10,291.37	Chromebooks for Students (50)	55--California Pacific Charter - Los Angeles
	10/6/2023	STAP001--Staples Technology Solutions	20137002187	1,200.09	Chromebooks for Students	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002199	66.43	Supplies for student material boxes	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002189	126.12	Computer Monitor and HDMI Cable	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002198	49.54	Office supplies- Ink for D. Carbonetta home office	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002194	28.97	Supplies for student OT kits	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002202	24.84	Shipping Labels for Office	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002200	33.53	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002205	24.38	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002191	23.51	School supplies for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002204	22.46	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002190	10.12	Office supplies	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002195	13.89	Supplies for SPED student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2023	AMAZ000--Amazon	20137002196	4.85	Book for student reading	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/10/2023	ALIV001--Alive Studios LLC	101371101	1,950.36	Additional Zoo Keeper Program for K-2	55--California Pacific Charter - Los Angeles
	10/10/2023	LEAR000--Learning Without Tears	101371103	244.46	Curriculum for UPK	55--California Pacific Charter - Los Angeles
	10/10/2023	BERK000--Berkshire Hathaway	101371100	1,177.82	Worker's Comp - Final Audit	55--California Pacific Charter - Los Angeles
	10/10/2023	WORL000--Worldwide Express	101371099	1,129.82	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	MICR000--MicroAge	101371098	249.38	JAMF Education Licenses	55--California Pacific Charter - Los Angeles
		MICR000--MicroAge	101371098	1,839.22	JAMF Remote Training Sessions for Victor Noguera	55--California Pacific Charter - Los Angeles
	10/10/2023	APPL001--Apple, Inc.	20137002206	326.17	Ipad for LA SPED Student	55--California Pacific Charter - Los Angeles
	10/10/2023	SCHO000--School Pathways, LLC	20137002208	1,303.65	Additional Annual Subscription for the 23/24 SY	55--California Pacific Charter - Los Angeles
	10/10/2023	APPL001--Apple, Inc.	20137002211	326.18	Ipad for Student	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002225	62.40	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	10/10/2023	APPL001--Apple, Inc.	20137002212	61.42	Additional MacBook chargers for Teachers	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002216	50.18	Art Enrichment Kits for students in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002228	25.07	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002214	25.07	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002229	25.07	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/10/2023	AMAZ000--Amazon	20137002213	25.07	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002217	24.90	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002223	24.73	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	NCSP000--NCS Pearson, Inc.	20137002210	12.00	SpEd Testing Reports 23/24 SY	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002230	22.61	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002224	22.61	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002226	22.61	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002221	22.46	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/10/2023	AMAZ000--Amazon	20137002219	22.10	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/11/2023	AMAZ000--Amazon	20137002232	179.45	Office supplies- mailing and labels	55--California Pacific Charter - Los Angeles
	10/11/2023	AMAZ000--Amazon	20137002231	23.69	CTE Art kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/11/2023	AMAZ000--Amazon	20137002233	22.61	Art Enrichment Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/17/2023	CTCC001--Commission on Teacher Credentialing Certification Division	10258	50.00	Application For Credential Authorizing Public School Service	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/17/2023	IRON000--Iron Mountain	20137002240	1,478.64	Account Closure Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002239	139.88	Service Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002237	134.50	Service Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002241	134.50	Service Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002242	134.50	Service Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002238	134.50	Service Fees	55--California Pacific Charter - Los Angeles
	10/17/2023	IRON000--Iron Mountain	20137002243	134.50	Service Fees	55--California Pacific Charter - Los Angeles
	10/18/2023	WORL000--Worldwide Express	101371106	738.30	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	10/18/2023	JANE000--Janet E. Kohtz	101371105	210.00	Vision Therapy September 2023	55--California Pacific Charter - Los Angeles
	10/18/2023	STRS001--STRS LACOE - CPC LA Retirement	101371104	1,054.67	LACOE STRS August 2023	55--California Pacific Charter - Los Angeles
	10/19/2023	FEDE001--FedEx	101371108	12.59	Shipped Payroll Package to T Parker-Moulton	55--California Pacific Charter - Los Angeles
	10/19/2023	FEDE001--FedEx	101371107	10.10	Shipping Settlement Check to Kramer Trial Lawyers	55--California Pacific Charter - Los Angeles
	10/19/2023	CHRI001--Christine Feher	20137002248	284.00	Alaska Airlines Flights for CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	4.19	HR Dinner 9/20/23 - Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	25.26	HR Dinner with C Amador 9/20/23 - Meals	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	54.57	Uber Ride Home from CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Chase Bank - Main		<b>Account no: 505911781</b> CHRI001--Christine Feher	20137002248	36.97	Avila's El Ranchito - Office Dinner Meeting	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	125.75	Xara GmbH - Marketing Software	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	51.56	Jackson's Bar and Oven 3 Person Dinner for CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	12.88	Starbucks Breakfast for 2 People for CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	4.00	Alaska Airlines for CEO Council and Steering Committee Meeting 9/21-22/23 - WIFI	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	90.75	Hyatt Regency Sonoma for CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	13.78	Uber Ride to Airport for CEO Council and Steering Committee Meeting 9/21-22/23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002248	1,404.09	FedEx Printing for HS Mailer Packets	55--California Pacific Charter - Los Angeles
	10/19/2023	DANI001--Danielle Carbonetta	20137002246	35.85	CSU Conf 9/22/23 Lunch	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	10.00	CSU Conference 9/22/23- Parking	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	47.16	CSAC Financial Aid Conf 9/13/23Lunch for 3 Staff	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	17.56	SoCal Park Day 8/15/23 - Mileage	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	11.72	SoCal Park Day 8/15/23 - Lunch for 3 Staff	55--California Pacific Charter - Los Angeles
	DANI001--Danielle Carbonetta	20137002246	5.47	Office Supplies from Target	55--California Pacific Charter - Los Angeles	



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CHASE 1781 - Chase Bank - Main		<b>Account no: 505911781</b>				
		DANI001--Danielle Carbonetta	20137002246	42.91	Uhaul Van for Supply Boxes Shipping 8/16/23	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	10.00	Gas for Uhaul for Supply Boxes Shipping 8/16/23	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	16.25	Office Morning Meeting Bagels 7/27/23	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	11.10	CSU Conference 9/22/23 - Mileage	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	33.41	UC Counselor Conference 9/7/23 - Mileage	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	16.25	Office Morning Meeting Bagels 08/02/23	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137002246	4.98	CSAC Financial Aid Conf 9/13/23 - Mileage	55--California Pacific Charter - Los Angeles
	10/19/2023	CORR001--Corrie Amador	20137002249	9.74	Marriott Bistro Breakfast for YMC Training- Meals	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002249	51.65	CalPac Office/YMC Training Trip 9/20-21/23 - Mileage	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002249	5.35	USPS Postage for Employee Packet - Postage	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002249	4.59	USPS Postage Office - Mileage	55--California Pacific Charter - Los Angeles
	10/19/2023	UKG0001--UKG	20137002247	27.50	August 2023 : UKG READY OFF CYCLE	55--California Pacific Charter - Los Angeles
	10/19/2023	KELL001--Kelly Rocha	20137002245	24.76	UC Counselor Conf 9/7/23 - Mileage	55--California Pacific Charter - Los Angeles
	KELL001--Kelly Rocha	20137002245	4.88	CSU Counselor Conf 9/22/23 - Mileage	55--California Pacific Charter - Los Angeles	
10/19/2023	JILL001--Jill Stubbs	20137002244	9.37	Lunch for Sawdust Field Trip 9/29/23	55--California Pacific Charter - Los Angeles	
10/20/2023	DAIS001--Daisuke Nishikawa	101371109	10.00	CSU Counselor Conf 9/22/23 - Parking Fee	55--California Pacific Charter - Los Angeles	
	DAIS001--Daisuke Nishikawa	101371109	25.68	UC Counselor Conf 9/7/23 - Mileage	55--California Pacific Charter - Los Angeles	

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		<i>DAIS001--Daisuke Nishikawa</i>	<i>101371109</i>	<i>9.46</i>	<i>Park Day 8/15/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>DAIS001--Daisuke Nishikawa</i>	<i>101371109</i>	<i>6.13</i>	<i>CSU Counselor Conf 9/22/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/20/2023</i>	<i>JENN001--Jennifer Byus</i>	<i>101371110</i>	<i>10.16</i>	<i>OCDE Financial Aid Workshop 9/13/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/20/2023</i>	<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>6.45</i>	<i>Park Day Supply 8/15/23</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>35.96</i>	<i>Meals for Whole Trip 9/14-18/23</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>5.00</i>	<i>United WIFI Charge 8/18/23</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>19.53</i>	<i>Gas for Rental Car 8/18/23</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/20/2023</i>	<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>43.89</i>	<i>Office Visit for Records 9/27/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>28.53</i>	<i>SDCOE CalPads Training 8/16/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>8.79</i>	<i>Office Visit for Records 9/27/23 - Toll Road</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/20/2023</i>	<i>PATR001--Patrice Aguilar</i>	<i>20137002250</i>	<i>102.18</i>	<i>SawDust Factory Field Trip 9/29/23 - Mileage</i>	<i>55--California Pacific Charter - Los Angeles</i>
		<i>PATR001--Patrice Aguilar</i>	<i>20137002250</i>	<i>9.37</i>	<i>SawDust Factory Field Trip 9/29/23 - Lunch</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/24/2023</i>	<i>SHIR000--Shirley Peterson</i>	<i>1109266252</i>	<i>200.00</i>	<i>October 2023 Board Stipends - SP</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/24/2023</i>	<i>KELL000--Kelly Wylie</i>	<i>1109266213</i>	<i>200.00</i>	<i>October 2023 Board Stipends - KW</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/24/2023</i>	<i>TANY001--Tanya Rogers</i>	<i>1109266195</i>	<i>200.00</i>	<i>October 2023 Board Stipends - TR</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/24/2023</i>	<i>WILL000--William J Howard Jr.</i>	<i>1109266196</i>	<i>200.00</i>	<i>BOD 10-24-2023 (\$600.00) WH</i>	<i>55--California Pacific Charter - Los Angeles</i>
	<i>10/24/2023</i>	<i>JASO000--Jason D. McFaul</i>	<i>1109266207</i>	<i>200.00</i>	<i>October 2023 Board Stipends - JM</i>	<i>55--California Pacific Charter - Los Angeles</i>

**Company name:** California Pacific Charter - Los Angeles  
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/26/2023	JOCE001--Jocelin Jones	20137002269	12.50	TB Test Reimbursement	55--California Pacific Charter - Los Angeles
	10/26/2023	KAJE000--Kajeet, Inc	20137002268	538.48	Additional Student Hot Spots	55--California Pacific Charter - Los Angeles
	10/26/2023	EMHS000--EMH Sports USA, Inc.	101371116	285.00	APE Services September 2023	55--California Pacific Charter - Los Angeles
	10/26/2023	STAP001--Staples Technology Solutions	20137002267	32.00	Chromebook Google License for Students	55--California Pacific Charter - Los Angeles
	10/26/2023	ECCI000--ECC Imaging LLC.	101371117	8.23	09/11/23 to 10/10/23 coverage period	55--California Pacific Charter - Los Angeles
	10/26/2023	ACCE001--Accelerate Education Incorporated	20137002263	17,286.50	K-5 workbooks for Fall 2023	55--California Pacific Charter - Los Angeles
	10/26/2023	1STD000--1st Day School Supplies, LLC	101371111	15,929.09	Supply Boxes for TK-6th Grade	55--California Pacific Charter - Los Angeles
	10/26/2023	ACCE001--Accelerate Education Incorporated	20137002264	1,617.33	23/24 Workbooks order for K-5 students	55--California Pacific Charter - Los Angeles
	10/26/2023	OXFO000--Oxford Consulting Services, Inc.	20137002260	162.00	Physical Therapy	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137002260	1,312.50	BCBA Services	55--California Pacific Charter - Los Angeles
	10/26/2023	TSWT000--TSW Therapy, Inc.	20137002265	828.00	PT & IEP Documentation September 2023	55--California Pacific Charter - Los Angeles
	10/26/2023	WORL000--Worldwide Express	101371113	244.94	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/26/2023	TREV001--Trevor Persson	101371114	132.50	CalSTRS Contribution Refund	55--California Pacific Charter - Los Angeles
	10/26/2023	ANNI000--Annie Canosa	101371115	138.29	CalSTRS Contribution Refund	55--California Pacific Charter - Los Angeles
	10/26/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002261	140.00	Legal Services for September 2023	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/26/2023	EECS000--Effectual Educational Consulting Services	20137002258	195.00	Speech and Language CPC-LA	55--California Pacific Charter - Los Angeles
	10/26/2023	TANY001--Tanya Rogers	20137002256	28.17	Board Meeting Mileage 10/10/23	55--California Pacific Charter - Los Angeles
	10/26/2023	WILL000--William J Howard Jr.	20137002254	6.53	Board Meeting Mileage 10/10/23	55--California Pacific Charter - Los Angeles
	10/26/2023	JASO000--Jason D. McFaul	20137002255	5.98	Board Meeting Mileage 10/10/23	55--California Pacific Charter - Los Angeles
	10/30/2023	CORN002--Cornerstone Educational Solutions	101371120	1,700.00	Psych Assessment	55--California Pacific Charter - Los Angeles
	10/31/2023	WORL000--Worldwide Express	101371122	327.17	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/31/2023	KATI002--Katie Hawck	20137002272	10.47	SoCal Office Visit - Uber to Airport	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002272	31.41	SoCal Office Visit - Car Rental Gas	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002272	35.70	SoCal Office Visit - Meals	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002272	25.54	Parent Square Conference 10/9/23-10/11/23 - Meals	55--California Pacific Charter - Los Angeles
	10/31/2023	ALEX000--Alexis Morfin	101371121	25.74	Parent Square Conference 10/9/23-10/11/23 - Mileage	55--California Pacific Charter - Los Angeles
		ALEX000--Alexis Morfin	101371121	4.01	Parent Square Conference 10/9/23-10/11/23 - Breakfast	55--California Pacific Charter - Los Angeles
		ALEX000--Alexis Morfin	101371121	22.01	Parent Square Conference 10/9/23-10/11/23 - Dinner	55--California Pacific Charter - Los Angeles
	10/31/2023	ERIK001--Erika Stevens	20137002271	18.12	CSC Live Conference Expenses 10/3-6/23 - Meals/Food	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137002271	43.00	CSC Live Conference Expenses 10/3-6/23 - Parking	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Chase Bank - Main		<b>Account no: 505911781</b> ERIK001--Erika Stevens	20137002271	4.59	CSC Live Conference Expenses 10/3-6/23 - Lyft Ride Share	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137002271	78.93	CSC Live Conference Expenses 10/3-6/23 - Mileage	55--California Pacific Charter - Los Angeles
	10/31/2023	KELL001--Kelly Rocha	20137002270	10.00	Parking for CSU Counselor Conference 9.22.23	55--California Pacific Charter - Los Angeles
<b>Total for CHASE 1781</b>				<b>212,519.36</b>		

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>					
	10/3/2023	KRAMER1--Kramer Trial Lawyers APC	10257	125,000.00		Legal Settlement Payment	44--California Pacific Charter - San Diego
	10/4/2023	ARNE001--A&R Parcel Three		1,678.08		Office Space Rent - October 2023	44--California Pacific Charter - San Diego
	10/4/2023	ALLS001--All Systems Go!	101371096	1,052.50		Marketing for October 2023	44--California Pacific Charter - San Diego
	10/4/2023	ALPH000--Alpha Vision, Inc.	101371095	121.28		October 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	44--California Pacific Charter - San Diego
	10/4/2023	CHAR001--Charter Impact	101371091	800.00		Payroll Services September 2023	44--California Pacific Charter - San Diego
	10/4/2023	WORL000--Worldwide Express	101371093	596.57		Postage for CPC-SD	44--California Pacific Charter - San Diego
	10/4/2023	DELA000--De Lage Landen Financial Services Inc.	101371094	110.47		Copier Lease for October 2023	44--California Pacific Charter - San Diego
	10/4/2023	SCHO003--Scholastic Teacher Store	101371092	103.49		Membership for 2023-24 SY	44--California Pacific Charter - San Diego
	10/4/2023	FEDE001--FedEx	101371090	141.86		Mail Fee for Office	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002186	21.79		Office Supplies for Victor Noguera	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002183	31.03		Office supplies- pens, paper, mailing labels	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002184	20.68		Mailing Supplies for Office	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002180	8.06		Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002181	4.36		Student supplies for AP science courses	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002185	12.60		Supplies for AP Science class: Student in CPC-SD	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002182	4.84		Field Trip Supplies for R Ockey	44--California Pacific Charter - San Diego
	10/5/2023	RING000--RingCentral	20137002169	1,140.77		Monthly phone bill- September 2023	44--California Pacific Charter - San Diego
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002171	1,545.50		Legal Services for August 2023	44--California Pacific Charter - San Diego
	10/5/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002174	347.68		Legal Services for September 2023	44--California Pacific Charter - San Diego
	10/5/2023	KAJE000--Kajeet, Inc	20137002178	344.62		Additional Student Hot Spots	44--California Pacific Charter - San Diego
	10/5/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002167	313.29		Legal Services for August 2023	44--California Pacific Charter - San Diego
	10/5/2023	IRON000--Iron Mountain	20137002176	234.89		Services for September 2023	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002173	224.00	Legal Services for August 2023	44--California Pacific Charter - San Diego
	10/5/2023	HOLI002--Holiday Inn Diamond Bar	20137002177	176.64	Holiday Inn Diamond Bar - December Conference Room Rental	44--California Pacific Charter - San Diego
	10/5/2023	GOGU000--GoGuardian	20137002165	166.65	Additional GoGuardian Training for Teachers 23/24 SY	44--California Pacific Charter - San Diego
	10/5/2023	KAJE000--Kajeet, Inc	20137002179	98.16	Additional Student Internet Plans	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002166	45.97	Art Kit materials for students	44--California Pacific Charter - San Diego
	10/5/2023	RBC001--R&B Communications, Inc.	20137002175	31.04	Service for enrollment lottery SY 23/24	44--California Pacific Charter - San Diego
	10/5/2023	PHIL000--Philadelphia Insurance Companies	20137002147	1,487.87	October Insurance Premiums	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002159	404.90	Art Kit materials for students	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002158	394.02	Art Kit materials for students	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002156	332.44	Art Kit materials for students	44--California Pacific Charter - San Diego
	10/5/2023	STAP001--Staples Technology Solutions	20137002161	293.80	Color Printer for Office	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002157	232.82	Art Kit materials for students	44--California Pacific Charter - San Diego
	10/5/2023	VANG000--Vangie Akridge	20137002163	7.99	Uber Ride to Hotel from Airport CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	44--California Pacific Charter - San Diego
		VANG000--Vangie Akridge	20137002163	24.32	Airport Parking for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	44--California Pacific Charter - San Diego
		VANG000--Vangie Akridge	20137002163	8.71	Uber Eats for Lunch - CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	44--California Pacific Charter - San Diego
		VANG000--Vangie Akridge	20137002163	6.56	Mileage for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002160	44.63	Office Supplies for Student Chromebooks	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002154	36.91	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/5/2023	AMAZ000--Amazon	20137002152	36.91	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/5/2023	ERIC001--Ericka Zemmer	20137002162	36.54	Copies for Warner Board Meeting	44--California Pacific Charter - San Diego
	10/5/2023	PITN000--Pitney Bowes Global Financial Services LLC	20137002148	8.74	Property Tax Fees for Contract	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/5/2023	GREEN01--GreenBox Services LLC	20137002145	8,233.10	Chromebooks for Students (40)	44--California Pacific Charter - San Diego
	10/6/2023	CALI003--CaliforniaChoice	101371097	82,797.78	November 2023 Medical Premiums	44--California Pacific Charter - San Diego
	10/6/2023	STAP001--Staples Technology Solutions	20137002187	1,200.09	Chromebooks for Students	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002193	187.90	Computer Monitor and HDMI Cable	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002199	42.51	Supplies for student material boxes	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002198	31.71	Office supplies- Ink for D. Carbonetta home office	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002194	18.53	Supplies for student OT kits	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002202	15.90	Shipping Labels for Office	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002197	32.84	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002203	22.10	Art Enrichment Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002190	6.48	Office supplies	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002196	3.10	Book for student reading	44--California Pacific Charter - San Diego
	10/6/2023	AMAZ000--Amazon	20137002192	3.76	Supplies for student in CPC-SD	44--California Pacific Charter - San Diego
	10/10/2023	ALIV001--Alive Studios LLC	101371101	1,248.23	Additional Zoo Keeper Program for K-2	44--California Pacific Charter - San Diego
	10/10/2023	LEAR000--Learning Without Tears	101371103	156.45	Curriculum for UPK	44--California Pacific Charter - San Diego
	10/10/2023	BERK000--Berkshire Hathaway	101371100	753.80	Worker's Comp - Final Audit	44--California Pacific Charter - San Diego
	10/10/2023	WORL000--Worldwide Express	101371099	1,126.84	Postage for CPC-SD	44--California Pacific Charter - San Diego
	10/10/2023	MICR000--MicroAge	101371098	1,177.10	JAMF Remote Training Sessions for Victor Noqueda	44--California Pacific Charter - San Diego
		MICR000--MicroAge	101371098	159.59	JAMF Education Licenses	44--California Pacific Charter - San Diego
	10/10/2023	APPL001--Apple, Inc.	20137002206	326.17	Ipad for SD SPED Student	44--California Pacific Charter - San Diego
	10/10/2023	APPL001--Apple, Inc.	20137002211	326.17	Ipad for Student	44--California Pacific Charter - San Diego
	10/10/2023	SCHO000--School Pathways, LLC	20137002207	137.31	Additional Annual Subscription for the 23/24 SY	44--California Pacific Charter - San Diego
	10/10/2023	AMAZ000--Amazon	20137002225	39.93	Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	10/10/2023	APPL001--Apple, Inc.	20137002212	39.31	Additional MacBook chargers for Teachers	44--California Pacific Charter - San Diego



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	10/10/2023	AMAZ000--Amazon	20137002222	25.21	Art Enrichment Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/10/2023	AMAZ000--Amazon	20137002215	24.50	Art Enrichment Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/10/2023	NCSP000--NCS Pearson, Inc.	20137002210	7.68	SpEd Testing Reports 23/24 SY	44--California Pacific Charter - San Diego
	10/11/2023	AMAZ000--Amazon	20137002232	114.85	Office supplies- mailing and labels	44--California Pacific Charter - San Diego
	10/11/2023	AMAZ000--Amazon	20137002234	22.20	Art Enrichment Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/16/2023	BERK000--Berkshire Hathaway	Sept WC Prem	5,005.91	Worker's Comp September 2023	44--California Pacific Charter - San Diego
	10/17/2023	CTCC001--Commission on Teacher Credentialing Certification Division	10258	32.00	Application For Credential Authorizing Public School Service	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002240	946.32	Account Closure Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002239	89.52	Service Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002237	86.08	Service Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002241	86.08	Service Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002242	86.08	Service Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002238	86.08	Service Fees	44--California Pacific Charter - San Diego
	10/17/2023	IRON000--Iron Mountain	20137002243	86.08	Service Fees	44--California Pacific Charter - San Diego
	10/18/2023	WORL000--Worldwide Express	101371106	449.44	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	10/19/2023	FEDE001--FedEx	101371108	8.06	Shipped Payroll Package to T Parker-Moulton	44--California Pacific Charter - San Diego
	10/19/2023	FEDE001--FedEx	101371107	6.46	Shipping Settlement Check to Kramer Trial Lawyers	44--California Pacific Charter - San Diego
	10/19/2023	CHRI001--Christine Feher	20137002248	34.92	Uber Ride Home from CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	898.61	FedEx Printing for HS Mailer Packets	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	80.48	Xara GmbH - Marketing Software	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	23.65	Avila's El Ranchito - Office Dinner Meeting	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	8.82	Uber Ride to Airport for CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	16.17	HR Dinner with C Amador 9/20/23 - Meals	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	181.76	Alaska Airlines Flights for CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		CHRI001--Christine Feher	20137002248	33.00	Jackson's Bar and Oven 3 Person Dinner for CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	58.07	Hyatt Regency Sonoma for CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	2.56	Alaska Airlines for CEO Council and Steering Committee Meeting 9/21-22/23 - WIFI	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	8.23	Starbucks Breakfast for 2 People for CEO Council and Steering Committee Meeting 9/21-22/23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002248	2.68	HR Dinner 9/20/23 - Mileage	44--California Pacific Charter - San Diego
10/19/2023		DANI001--Danielle Carbonetta	20137002246	30.17	CSAC Financial Aid Conf 9/13/23 Lunch for 3 Staff	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	3.19	CSAC Financial Aid Conf 9/13/23 - Mileage	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	11.72	SoCal Park Day 8/15/23 - Lunch for 3 Staff	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	3.49	Office Supplies from Target	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	27.45	Uhaul Van for Supply Boxes Shipping 8/16/23	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	6.40	Gas for Uhaul for Supply Boxes Shipping 8/16/23	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	10.40	Office Morning Meeting Bagels 7/27/23	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	10.40	Office Morning Meeting Bagels 08/02/23	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	21.37	UC Counselor Conference 9/7/23 - Mileage	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	6.40	CSU Conference 9/22/23- Parking	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	22.94	CSU Conf 9/22/23 Lunch	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	7.10	CSU Conference 9/22/23 - Mileage	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137002246	17.55	SoCal Park Day 8/15/23 - Mileage	44--California Pacific Charter - San Diego
10/19/2023		CORR001--Corrie Amador	20137002249	2.93	USPS Postage Office - Mileage	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002249	3.42	USPS Postage for Employee Packet - Postage	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002249	6.23	Marriott Bistro Breakfast for YMC Training- Meals	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002249	33.05	CalPac Office/YMC Training Trip 9/20-21/23 - Mileage	44--California Pacific Charter - San Diego
10/19/2023		UKG0001--UKG	20137002247	17.60	August 2023 : UKG READY OFF CYCLE	44--California Pacific Charter - San Diego
10/19/2023		KELL001--Kelly Rocha	20137002245	15.85	UC Counselor Conf 9/7/23 - Mileage	44--California Pacific Charter - San Diego
		KELL001--Kelly Rocha	20137002245	3.12	CSU Counselor Conf 9/22/23 - Mileage	44--California Pacific Charter - San Diego
10/20/2023		DAIS001--Daisuke Nishikawa	101371109	9.47	Park Day 8/15/23 - Mileage	44--California Pacific Charter - San Diego
		DAIS001--Daisuke Nishikawa	101371109	16.43	UC Counselor Conf 9/7/23 - Mileage	44--California Pacific Charter - San Diego
		DAIS001--Daisuke Nishikawa	101371109	6.40	CSU Counselor Conf 9/22/23 - Parking Fee	44--California Pacific Charter - San Diego

**Company name:** California Pacific Charter - San Diego  
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Bank	Date	Vendor	Document	nount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		<i>DAIS001--Daisuke Nishikawa</i>	<i>101371109</i>	<i>3.91</i>	CSU Counselor Conf 9/22/23 - Mileage	<i>44--California Pacific Charter - San Diego</i>
	10/20/2023	<i>JENN001--Jennifer Byus</i>	<i>101371110</i>	<i>6.49</i>	OCDE Financial Aid Workshop 9/13/23 - Mileage	<i>44--California Pacific Charter - San Diego</i>
	10/20/2023	<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>3.20</i>	United WIFI Charge 8/18/23	<i>44--California Pacific Charter - San Diego</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>23.01</i>	Meals for Whole Trip 9/14-18/23	<i>44--California Pacific Charter - San Diego</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>6.44</i>	Park Day Supply 8/15/23	<i>44--California Pacific Charter - San Diego</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002253</i>	<i>12.50</i>	Gas for Rental Car 8/18/23	<i>44--California Pacific Charter - San Diego</i>
	10/20/2023	<i>METL001--MetLife Small Business Center</i>	<i>20137002251</i>	<i>6,980.51</i>	November Insurance Premium	<i>44--California Pacific Charter - San Diego</i>
	10/20/2023	<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>5.63</i>	Office Visit for Records 9/27/23 - Toll Road	<i>44--California Pacific Charter - San Diego</i>
		<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>28.08</i>	Office Visit for Records 9/27/23 - Mileage	<i>44--California Pacific Charter - San Diego</i>
		<i>ROMY001--Romy Fay-Mason</i>	<i>20137002252</i>	<i>18.25</i>	SDCOE CalPads Training 8/16/23 - Mileage	<i>44--California Pacific Charter - San Diego</i>
	10/24/2023	<i>SHIR000--Shirley Peterson</i>	<i>1109266252</i>	<i>200.00</i>	October 2023 Board Stipends - SP	<i>44--California Pacific Charter - San Diego</i>
	10/24/2023	<i>KELL000--Kelly Wylie</i>	<i>1109266213</i>	<i>200.00</i>	October 2023 Board Stipends - KW	<i>44--California Pacific Charter - San Diego</i>
	10/24/2023	<i>TANY001--Tanya Rogers</i>	<i>1109266195</i>	<i>200.00</i>	October 2023 Board Stipends - TR	<i>44--California Pacific Charter - San Diego</i>
	10/24/2023	<i>WILL000--William J Howard Jr.</i>	<i>1109266196</i>	<i>200.00</i>	BOD 10-24-2023 (\$600.00) WH	<i>44--California Pacific Charter - San Diego</i>
	10/24/2023	<i>JASO000--Jason D. McFaul</i>	<i>1109266207</i>	<i>200.00</i>	October 2023 Board Stipends - JM	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>JOCE001--Jocelin Jones</i>	<i>20137002269</i>	<i>8.00</i>	TB Test Reimbursement	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>KAJE000--Kajeet, Inc</i>	<i>20137002268</i>	<i>344.62</i>	Additional Student Hot Spots	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>PART000--Partners in Special Education</i>	<i>101371118</i>	<i>112.50</i>	Spanish Interpreter for D.Salas IEP 09.19.23	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>STAP001--Staples Technology Solutions</i>	<i>20137002267</i>	<i>20.48</i>	Chromebook Google License for Students	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>ECCI000--ECC Imaging LLC.</i>	<i>101371117</i>	<i>5.26</i>	09/11/23 to 10/10/23 coverage period	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>ACCE001--Accelerate Education Incorporated</i>	<i>20137002263</i>	<i>11,063.36</i>	K-5 workbooks for Fall 2023	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>1STD000--1st Day School Supplies, LLC</i>	<i>101371111</i>	<i>7,903.19</i>	Supply Boxes for TK-6th Grade	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>ACCE001--Accelerate Education Incorporated</i>	<i>20137002264</i>	<i>802.43</i>	23/24 Workbooks order for K-5 students	<i>44--California Pacific Charter - San Diego</i>
	10/26/2023	<i>WORL000--Worldwide Express</i>	<i>101371113</i>	<i>118.58</i>	Postage for CPC-SD	<i>44--California Pacific Charter - San Diego</i>

**Company name:** California Pacific Charter - San Diego  
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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/26/2023	TREV001--Trevor Persson	101371114	92.62	CalSTRS Contribution Refund	44--California Pacific Charter - San Diego
	10/26/2023	ANNI000--Annie Canosa	101371115	96.88	CalSTRS Contribution Refund	44--California Pacific Charter - San Diego
	10/26/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002261	89.60	Legal Services for September 2023	44--California Pacific Charter - San Diego
	10/26/2023	EECS000--Effectual Educational Consulting Services	20137002257	130.00	Speech and Language CPC-SD	44--California Pacific Charter - San Diego
	10/26/2023	TANY001--Tanya Rogers	20137002256	28.17	Board Meeting Mileage 10/10/23	44--California Pacific Charter - San Diego
	10/26/2023	WILL000--William J Howard Jr.	20137002254	6.52	Board Meeting Mileage 10/10/23	44--California Pacific Charter - San Diego
	10/26/2023	JASO000--Jason D. McFaul	20137002255	5.99	Board Meeting Mileage 10/10/23	44--California Pacific Charter - San Diego
	10/31/2023	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371123	695.40	Translation Services	44--California Pacific Charter - San Diego
	10/31/2023	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371124	682.44	Translation Services	44--California Pacific Charter - San Diego
	10/31/2023	WORL000--Worldwide Express	101371122	176.58	Postage for CPC-SD	44--California Pacific Charter - San Diego
	10/31/2023	KATI002--Katie Hawck	20137002272	16.35	Parent Square Conference 10/9/23-10/11/23 - Meals	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002272	6.70	SoCal Office Visit - Uber to Airport	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002272	20.09	SoCal Office Visit - Car Rental Gas	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002272	22.84	SoCal Office Visit - Meals	44--California Pacific Charter - San Diego
	10/31/2023	ALEX000--Alexis Morfin	101371121	16.47	Parent Square Conference 10/9/23-10/11/23 - Mileage	44--California Pacific Charter - San Diego
		ALEX000--Alexis Morfin	101371121	2.57	Parent Square Conference 10/9/23-10/11/23 - Breakfast	44--California Pacific Charter - San Diego
		ALEX000--Alexis Morfin	101371121	14.09	Parent Square Conference 10/9/23-10/11/23 - Dinner	44--California Pacific Charter - San Diego
	10/31/2023	ERIK001--Erika Stevens	20137002271	2.94	CSC Live Conference Expenses 10/3-6/23 - Lyft Ride Share	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137002271	11.59	CSC Live Conference Expenses 10/3-6/23 - Meals/Food	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137002271	27.52	CSC Live Conference Expenses 10/3-6/23 - Parking	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137002271	50.52	CSC Live Conference Expenses 10/3-6/23 - Mileage	44--California Pacific Charter - San Diego
	10/31/2023	KELL001--Kelly Rocha	20137002270	6.40	Parking for CSU Counselor Conference 9.22.23	44--California Pacific Charter - San Diego
<b>Total for CHASE 1781</b>				<b>275,293.98</b>		

**Company name:** California Pacific Charter - Sonoma  
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**Location:** 95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/4/2023	ARNE001--A&R Parcel Three		943.92	Office Space Rent - October 2023	95--California Pacific Charter - Sonoma
	10/4/2023	ALLS001--All Systems Go!	101371096	592.03	Marketing for October 2023	95--California Pacific Charter - Sonoma
	10/4/2023	ALPH000--Alpha Vision, Inc.	101371095	68.22	October 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	95--California Pacific Charter - Sonoma
	10/4/2023	CHAR001--Charter Impact	101371091	450.00	Payroll Services September 2023	95--California Pacific Charter - Sonoma
	10/4/2023	WORL000--Worldwide Express	101371093	159.62	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	10/4/2023	DELA000--De Lage Landen Financial Services Inc.	101371094	62.14	Copier Lease for October 2023	95--California Pacific Charter - Sonoma
	10/4/2023	SCHO003--Scholastic Teacher Store	101371092	58.21	Membership for 2023-24 SY	95--California Pacific Charter - Sonoma
	10/4/2023	FEDE001--FedEx	101371090	40.50	Mail Fee for Office	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002186	12.26	Office Supplies for Victor Noguera	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002183	17.45	Office supplies- pens, paper, mailing labels	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002184	11.63	Mailing Supplies for Office	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002180	4.54	Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002181	2.46	Student supplies for AP science courses	95--California Pacific Charter - Sonoma
	10/5/2023	RING000--RingCentral	20137002169	641.68	Monthly phone bill- September 2023	95--California Pacific Charter - Sonoma
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002172	1,251.50	Legal Services for August 2023	95--California Pacific Charter - Sonoma
	10/5/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002174	195.57	Legal Services for September 2023	95--California Pacific Charter - Sonoma
	10/5/2023	KAJE000--Kajeet, Inc	20137002178	193.85	Additional Student Hot Spots	95--California Pacific Charter - Sonoma
	10/5/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002167	176.23	Legal Services for August 2023	95--California Pacific Charter - Sonoma
	10/5/2023	IRON000--Iron Mountain	20137002176	132.13	Services for September 2023	95--California Pacific Charter - Sonoma
	10/5/2023	HATC000--Hatch & Cesario, Attorneys-at-Law	20137002173	126.00	Legal Services for August 2023	95--California Pacific Charter - Sonoma
	10/5/2023	HOLI002--Holiday Inn Diamond Bar	20137002177	176.64	Holiday Inn Diamond Bar - December Conference Room Rental	95--California Pacific Charter - Sonoma
	10/5/2023	GOGU000--GoGuardian	20137002165	166.65	Additional GoGuardian Training for Teachers 23/24 SY	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>					
	10/5/2023	KAJE000--Kajeet, Inc	20137002179	55.22		Additional Student Internet Plans	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002166	25.86		Art Kit materials for students	95--California Pacific Charter - Sonoma
	10/5/2023	RBC001--R&B Communications, Inc.	20137002175	17.46		Service for enrollment lottery SY 23/24	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002168	43.49		AP supplies for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002164	10.31		Book for student support in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2023	PHIL000--Philadelphia Insurance Companies	20137002147	836.93		October Insurance Premiums	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002159	227.76		Art Kit materials for students	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002158	221.64		Art Kit materials for students	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002156	186.99		Art Kit materials for students	95--California Pacific Charter - Sonoma
	10/5/2023	STAP001--Staples Technology Solutions	20137002161	165.27		Color Printer for Office	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002157	130.97		Art Kit materials for students	95--California Pacific Charter - Sonoma
	10/5/2023	VANG000--Vangie Akridge	20137002163	13.68		Airport Parking for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	95--California Pacific Charter - Sonoma
		VANG000--Vangie Akridge	20137002163	4.91		Uber Eats for Lunch - CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	95--California Pacific Charter - Sonoma
		VANG000--Vangie Akridge	20137002163	3.69		Mileage for CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	95--California Pacific Charter - Sonoma
		VANG000--Vangie Akridge	20137002163	4.50		Uber Ride to Hotel from Airport CEO Council and Steering Committee Meeting in Sonoma 9/21-22-23	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002160	25.10		Office Supplies for Student Chromebooks	95--California Pacific Charter - Sonoma
	10/5/2023	OXFO000--Oxford Consulting Services, Inc.	20137002146	54.00		Physical Therapy Student Onboarding CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2023	UNPL001--Unplug Studio LLC	20137002149	50.00		Hosting and Maintenance Website - October 2023	95--California Pacific Charter - Sonoma
	10/5/2023	AMAZ000--Amazon	20137002151	36.70		CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2023	PITN000--Pitney Bowes Global Financial Services LLC	20137002148	4.91		Property Tax Fees for Contract	95--California Pacific Charter - Sonoma
	10/5/2023	GREEN01--GreenBox Services LLC	20137002145	2,058.28		Chromebooks for Students (10)	95--California Pacific Charter - Sonoma
	10/6/2023	STAP001--Staples Technology Solutions	20137002187	600.04		Chromebooks for Students	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>					
	10/6/2023	STAP001--Staples Technology Solutions	20137002188	1,387.15		Laptops for Tutors	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002199	23.91		Supplies for student material boxes	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002198	17.83		Office supplies- Ink for D. Carbonetta home office	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002194	10.43		Supplies for student OT kits	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002202	8.94		Shipping Labels for Office	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002201	40.60		Keyboard for SPED student in CPC-SO	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002190	3.64		Office supplies	95--California Pacific Charter - Sonoma
	10/6/2023	AMAZ000--Amazon	20137002196	1.74		Book for student reading	95--California Pacific Charter - Sonoma
	10/10/2023	ALIV001--Alive Studios LLC	101371101	702.13		Additional Zoo Keeper Program for K-2	95--California Pacific Charter - Sonoma
	10/10/2023	LEAR000--Learning Without Tears	101371103	88.01		Curriculum for UPK	95--California Pacific Charter - Sonoma
	10/10/2023	BERK000--Berkshire Hathaway	101371100	424.01		Worker's Comp - Final Audit	95--California Pacific Charter - Sonoma
	10/10/2023	WORL000--Worldwide Express	101371099	700.19		Postage for CPC-SO	95--California Pacific Charter - Sonoma
	10/10/2023	MICR000--MicroAge	101371098	662.12		JAMF Remote Training Sessions for Victor Noqueda	95--California Pacific Charter - Sonoma
		MICR000--MicroAge	101371098	89.78		JAMF Education Licenses	95--California Pacific Charter - Sonoma
	10/10/2023	APPL001--Apple, Inc.	20137002206	652.35		Ipad for SO SPED Student	95--California Pacific Charter - Sonoma
	10/10/2023	APPL001--Apple, Inc.	20137002211	326.17		Ipad for Student	95--California Pacific Charter - Sonoma
	10/10/2023	SCHO000--School Pathways, LLC	20137002209	196.32		Additional Annual Subscription for the 23/24 SY	95--California Pacific Charter - Sonoma
	10/10/2023	AMAZ000--Amazon	20137002225	22.46		Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma
	10/10/2023	APPL001--Apple, Inc.	20137002212	22.11		Additional MacBook chargers for Teachers	95--California Pacific Charter - Sonoma
	10/10/2023	AMAZ000--Amazon	20137002220	44.40		Art Enrichment Kits for students in CPC-SO	95--California Pacific Charter - Sonoma
	10/10/2023	AMAZ000--Amazon	20137002227	24.91		Art Enrichment Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/10/2023	NCSP000--NCS Pearson, Inc.	20137002210	4.32		SpEd Testing Reports 23/24 SY	95--California Pacific Charter - Sonoma
	10/10/2023	AMAZ000--Amazon	20137002218	22.40		Art Enrichment Kit for student in CPC-SO	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	10/11/2023	AMAZ000--Amazon	20137002232	64.60	Office supplies- mailing and labels	95--California Pacific Charter - Sonoma
	10/13/2023	CARL001--Carly Caprio	20137002236	22.93	NorCal Park Day 9/21/23 Mileage	95--California Pacific Charter - Sonoma
		CARL001--Carly Caprio	20137002236	33.54	NorCal Park Day 9/21/23 Food/Snacks	95--California Pacific Charter - Sonoma
		CARL001--Carly Caprio	20137002236	66.91	NorCal Park Day 9/21/23 Supplies	95--California Pacific Charter - Sonoma
	10/17/2023	CTCC001--Commission on Teacher Credentialing Certification Division	10258	18.00	Application For Credential Authorizing Public School Service	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002240	532.31	Account Closure Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002239	50.36	Service Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002237	48.42	Service Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002241	48.42	Service Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002242	48.42	Service Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002238	48.42	Service Fees	95--California Pacific Charter - Sonoma
	10/17/2023	IRON000--Iron Mountain	20137002243	48.42	Service Fees	95--California Pacific Charter - Sonoma
	10/18/2023	WORL000--Worldwide Express	101371106	439.99	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	10/19/2023	FEDE001--FedEx	101371108	4.53	Shipped Payroll Package to T Parker-Moulton	95--California Pacific Charter - Sonoma
	10/19/2023	FEDE001--FedEx	101371107	3.63	Shipping Settlement Check to Kramer Trial Lawyers	95--California Pacific Charter - Sonoma
	10/19/2023	CHRI001--Christine Feher	20137002248	45.27	Xara GmbH - Marketing Software	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	13.31	Avila's El Ranchito - Office Dinner Meeting	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	102.24	Alaska Airlines Flights for CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	1.51	HR Dinner 9/20/23 - Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	4.64	Starbucks Breakfast for 2 People for CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	9.09	HR Dinner with C Amador 9/20/23 - Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	1.44	Alaska Airlines for CEO Council and Steering Committee Meeting 9/21-22/23 - WIFI	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	4.96	Uber Ride to Airport for CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	18.56	Jackson's Bar and Oven 3 Person Dinner for CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	505.47	FedEx Printing for HS Mailer Packets	95--California Pacific Charter - Sonoma



**Company name:** California Pacific Charter - Sonoma  
**Report name:** Check register  
**Created on:** 11/1/2023  
**Location:** 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document	Amount	Applied	Memo	Location
CHASE 1781 - Chase Bank - Main		<b>Account no: 505911781</b>					
		CHRI001--Christine Feher	20137002248	19.65		Uber Ride Home from CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002248	32.67		Hyatt Regency Sonoma for CEO Council and Steering Committee Meeting 9/21-22/23	95--California Pacific Charter - Sonoma
	10/19/2023	DANI001--Danielle Carbonetta	20137002246	16.98		CSAC Financial Aid Conf 9/13/23Lunch for 3 Staff	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	1.97		Office Supplies from Target	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	15.45		Uhaul Van for Supply Boxes Shipping 8/16/23	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	3.60		Gas for Uhaul for Supply Boxes Shipping 8/16/23	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	5.85		Office Morning Meeting Bagels 7/27/23	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	5.85		Office Morning Meeting Bagels 08/02/23	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	12.03		UC Counselor Conference 9/7/23 - Mileage	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	4.00		CSU Conference 9/22/23 - Mileage	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	12.91		CSU Conf 9/22/23 Lunch	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	3.60		CSU Conference 9/22/23- Parking	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137002246	1.79		CSAC Financial Aid Conf 9/13/23 - Mileage	95--California Pacific Charter - Sonoma
	10/19/2023	CORR001--Corrie Amador	20137002249	1.65		USPS Postage Office - Mileage	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002249	1.92		USPS Postage for Employee Packet - Postage	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002249	3.51		Marriott Bistro Breakfast for YMC Training- Meals	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002249	18.59		CalPac Office/YMC Training Trip 9/20-21/23 - Mileage	95--California Pacific Charter - Sonoma
10/19/2023	UKG001--UKG	20137002247	9.90		August 2023 : UKG READY OFF CYCLE	95--California Pacific Charter - Sonoma	
10/19/2023	KELL001--Kelly Rocha	20137002245	8.91		UC Counselor Conf 9/7/23 - Mileage	95--California Pacific Charter - Sonoma	
	KELL001--Kelly Rocha	20137002245	1.76		CSU Counselor Conf 9/22/23 - Mileage	95--California Pacific Charter - Sonoma	
10/20/2023	DAIS001--Daisuke Nishikawa	101371109	2.21		CSU Counselor Conf 9/22/23 - Mileage	95--California Pacific Charter - Sonoma	
	DAIS001--Daisuke Nishikawa	101371109	3.60		CSU Counselor Conf 9/22/23 - Parking Fee	95--California Pacific Charter - Sonoma	
	DAIS001--Daisuke Nishikawa	101371109	9.24		UC Counselor Conf 9/7/23 - Mileage	95--California Pacific Charter - Sonoma	
10/20/2023	JENN001--Jennifer Byus	101371110	3.66		OCDE Financial Aid Workshop 9/13/23 - Mileage	95--California Pacific Charter - Sonoma	
10/20/2023	KATI002--Katie Hawck	20137002253	1.80		United WIFI Charge 8/18/23	95--California Pacific Charter - Sonoma	
	KATI002--Katie Hawck	20137002253	12.94		Meals for Whole Trip 9/14-18/23	95--California Pacific Charter - Sonoma	
	KATI002--Katie Hawck	20137002253	7.03		Gas for Rental Car 8/18/23	95--California Pacific Charter - Sonoma	
10/20/2023	ROMY001--Romy Fay-Mason	20137002252	10.27		SDCOE CalPads Training 8/16/23 - Mileage	95--California Pacific Charter - Sonoma	

**Company name:** California Pacific Charter - Sonoma  
**Report name:** Check register  
**Created on:** 11/1/2023  
**Location:** 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document	nomount	applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>					
		ROMY001--Romy Fay-Mason	20137002252	15.80		Office Visit for Records 9/27/23 - Mileage	95--California Pacific Charter - Sonoma
		ROMY001--Romy Fay-Mason	20137002252	3.16		Office Visit for Records 9/27/23 - Toll Road	95--California Pacific Charter - Sonoma
	10/24/2023	SHIR000--Shirley Peterson	1109266252	200.00		October 2023 Board Stipends - SP	95--California Pacific Charter - Sonoma
	10/24/2023	KELL000--Kelly Wylie	1109266213	200.00		October 2023 Board Stipends - KW	95--California Pacific Charter - Sonoma
	10/24/2023	TANY001--Tanya Rogers	1109266195	200.00		October 2023 Board Stipends - TR	95--California Pacific Charter - Sonoma
	10/24/2023	WILL000--William J Howard Jr.	1109266196	200.00		BOD 10-24-2023 (\$600.00) WH	95--California Pacific Charter - Sonoma
	10/24/2023	JASO000--Jason D. McFaul	1109266207	200.00		October 2023 Board Stipends - JM	95--California Pacific Charter - Sonoma
	10/26/2023	JOCE001--Jocelin Jones	20137002269	4.50		TB Test Reimbursement	95--California Pacific Charter - Sonoma
	10/26/2023	KAJE000--Kajeet, Inc	20137002268	193.85		Additional Student Hot Spots	95--California Pacific Charter - Sonoma
	10/26/2023	EMHS000--EMH Sports USA, Inc.	101371116	285.00		APE Services September 2023	95--California Pacific Charter - Sonoma
	10/26/2023	STAP001--Staples Technology Solutions	20137002267	11.52		Chromebook Google License for Students	95--California Pacific Charter - Sonoma
	10/26/2023	ECCI000--ECC Imaging LLC.	101371117	2.96		09/11/23 to 10/10/23 coverage period	95--California Pacific Charter - Sonoma
	10/26/2023	ACCE001--Accelerate Education Incorporated	20137002263	6,223.14		K-5 workbooks for Fall 2023	95--California Pacific Charter - Sonoma
	10/26/2023	1STD000--1st Day School Supplies, LLC	101371111	5,734.47		Supply Boxes for TK-6th Grade	95--California Pacific Charter - Sonoma
	10/26/2023	ACCE001--Accelerate Education Incorporated	20137002264	582.24		23/24 Workbooks order for K-5 students	95--California Pacific Charter - Sonoma
	10/26/2023	VEAL001--Veale Outdoor Advertising	101371112	2,500.00		Advertising for CPC-SO August 2023	95--California Pacific Charter - Sonoma
	10/26/2023	WORL000--Worldwide Express	101371113	152.96		Postage for CPC-SO	95--California Pacific Charter - Sonoma
	10/26/2023	OXFO000--Oxford Consulting Services, Inc.	20137002259	324.00		Physical Therapy CPC-SO	95--California Pacific Charter - Sonoma
	10/26/2023	TREV001--Trevor Persson	101371114	54.88		CalSTRS Contribution Refund	95--California Pacific Charter - Sonoma
	10/26/2023	ANNI000--Annie Canosa	101371115	44.83		CalSTRS Contribution Refund	95--California Pacific Charter - Sonoma
	10/26/2023	PROC000--Procopio, Cory, Harqreaves & Savitch LLP	20137002261	50.40		Legal Services for Septermber 2023	95--California Pacific Charter - Sonoma
	10/26/2023	TSWT000--TSW Therapy, Inc.	20137002266	207.00		OT September 2023	95--California Pacific Charter - Sonoma
	10/26/2023	CARR001--Carrie Jamil	20137002262	93.67		Prozini Pumpkin Patch Field Trip 10/6/23 Mileage	95--California Pacific Charter - Sonoma

**Company name:** California Pacific Charter - Sonoma  
**Report name:** Check register  
**Created on:** 11/1/2023  
**Location:** 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document	Amount	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		<i>CARR001--Carrie Jamil</i>	<i>20137002262</i>	<i>70.00</i>	<i>Prozini Pumpkin Patch Field Trip 10/6/23 - Admission Tickets</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/26/2023	<i>TANY001--Tanya Rogers</i>	<i>20137002256</i>	<i>28.16</i>	<i>Board Meeting Mileage 10/10/23</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/26/2023	<i>WILL000--William J Howard Jr.</i>	<i>20137002254</i>	<i>6.53</i>	<i>Board Meeting Mileage 10/10/23</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/26/2023	<i>JASO000--Jason D. McFaul</i>	<i>20137002255</i>	<i>5.98</i>	<i>Board Meeting Mileage 10/10/23</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>WORL000--Worldwide Express</i>	<i>101371122</i>	<i>95.36</i>	<i>Postage for CPC-SO</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>ASTA001--ASTA-USA TRANSLATION SERVICES, INC</i>	<i>101371125</i>	<i>85.00</i>	<i>Translation Services - CPC-SO</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>ASTA001--ASTA-USA TRANSLATION SERVICES, INC</i>	<i>101371126</i>	<i>73.50</i>	<i>Translation Services CPC-SO</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>KATI002--Katie Hawck</i>	<i>20137002272</i>	<i>9.19</i>	<i>Parent Square Conference 10/9/23-10/11/23 - Meals</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002272</i>	<i>3.77</i>	<i>SoCal Office Visit - Uber to Airport</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002272</i>	<i>11.31</i>	<i>SoCal Office Visit - Car Rental Gas</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>KATI002--Katie Hawck</i>	<i>20137002272</i>	<i>12.85</i>	<i>SoCal Office Visit - Meals</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>ALEX000--Alexis Morfin</i>	<i>101371121</i>	<i>1.44</i>	<i>Parent Square Conference 10/9/23-10/11/23 - Breakfast</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>ALEX000--Alexis Morfin</i>	<i>101371121</i>	<i>9.27</i>	<i>Parent Square Conference 10/9/23-10/11/23 - Mileage</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>ALEX000--Alexis Morfin</i>	<i>101371121</i>	<i>7.92</i>	<i>Parent Square Conference 10/9/23-10/11/23 - Dinner</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>ERIK001--Erika Stevens</i>	<i>20137002271</i>	<i>1.65</i>	<i>CSC Live Conference Expenses 10/3-6/23 - Lyft Ride Share</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>ERIK001--Erika Stevens</i>	<i>20137002271</i>	<i>15.48</i>	<i>CSC Live Conference Expenses 10/3-6/23 - Parking</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>ERIK001--Erika Stevens</i>	<i>20137002271</i>	<i>6.52</i>	<i>CSC Live Conference Expenses 10/3-6/23 - Meals/Food</i>	<i>95--California Pacific Charter - Sonoma</i>
		<i>ERIK001--Erika Stevens</i>	<i>20137002271</i>	<i>28.41</i>	<i>CSC Live Conference Expenses 10/3-6/23 - Mileage</i>	<i>95--California Pacific Charter - Sonoma</i>
	10/31/2023	<i>KELL001--Kelly Rocha</i>	<i>20137002270</i>	<i>3.60</i>	<i>Parking for CSU Counselor Conference</i>	<i>95--California Pacific Charter - Sonoma</i>
					<i>9.22.23</i>	
<b>Total for CHASE 1781</b>				<b>36,115.91</b>		



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

<b>ACCOUNT NUMBER</b>	5563 7579 0010 0937
<b>PAYMENT DUE DATE</b>	11/25/2023
<b>AMOUNT DUE</b>	\$12,401.53
<b>CURRENT BALANCE</b>	\$12,401.53

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

AMOUNT ENCLOSED \$
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CALIFORNIA PACIFIC  
 SHANNON GREEN  
 4101 BIRCH STREET  
 SUITE 150  
 NEWPORT BEACH CA 92660-2236

\*\* 0000000

556375790010093701240153012401530

PLEASE TEAR PAYMENT COUPON AT PERFORATION

**STATEMENT MESSAGES**

**COMMERCIAL ACCOUNT SUMMARY**

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 10-31-23  
 CREDIT LIMIT 100,000  
 AVAILABLE CREDIT 87,598

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	61,689.09
PURCHASES AND OTHER CHARGES	12,821.51
CASH ADVANCES	.00
CREDITS	419.98
PAYMENTS	61,689.09-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
<b>NEW BALANCE</b>	<b>12,401.53</b>
TOTAL PAYMENT DUE	12,401.53
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**COMMERCIAL ACCOUNT ACTIVITY**

**CALIFORNIA PACIFIC**  
5563-7579-0010-0937

**TOTAL COMMERCIAL ACTIVITY**  
\$61,689.09CR

**ACCOUNTING CODE:**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-24	10-24		AUTO PAYMENT DEDUCTION	61,689.09 CR

**INDIVIDUAL CARDHOLDER ACTIVITY**

**DAISY CARLOS**  
5563-7500-0267-7217

**CREDITS**  
\$0.00

**PURCHASES**  
\$8,646.08

**CASH ADV**  
\$0.00

**TOTAL ACTIVITY**  
\$8,646.08

**ACCOUNTING CODE:**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-05	10-04	55457023278286508800509	ASHA EVENTS - 7 ROCKVILLE MD	499.00
10-12	10-11	55480773284207180600135	RIVERSIDE CNTY OFC EDU RIVERSIDE CA	750.00
10-12	10-11	82305093285000000845199	QUIZIZZ INC SANTA MONICA CA	144.00
10-12	10-11	82305093285000000845397	QUIZIZZ INC SANTA MONICA CA	144.00
10-13	10-12	82305093285000015703094	WWW.CASBO.ORG SACRAMENTO CA	305.00
10-16	10-13	05436843286300290143366	4TE*CULLIGAN OF SANTA SANTA ANA CA	99.00
10-16	10-13	82711163287000027037827	BANKAROO SUBSCRIPTION MENLO PARK CA	20.00
10-18	10-17	8271116329100000645459	COWRITER VOLO IL	4.99
10-19	10-18	82305093291000017496137	CE*SPEECHPATHOLOGY.COM HOUSTON TX	99.00
10-20	10-19	55432863292203319546073	MYFAX SERVICE 866-563-9212 CA	12.00
10-20	10-19	55432863292203319733580	MYFAX SERVICE 866-563-9212 CA	25.00
10-20	10-17	85353353292341260177375	PAYPAL *NATIONALTUT 4029357733 CA	237.85
10-23	10-20	82305093294000001619139	CE*SPEECHPATHOLOGY.COM HOUSTON TX	99.00
10-23	10-22	82644313296000001140532	REBRANDLY.COM DUBLIN D	14.00
10-30	10-27	55429503300745152606163	GRAMMARLY COX8Q9KGG 8883186146 CA P.O.S.: 70031595 SALES TAX: 0.00	14.41
10-31	10-30	55432863303206724965785	CORWIN *LEARNING 805-410-7129 CA P.O.S.: AQ1C9B5AE2B5 SALES TAX: 0.00	249.00
<b>Total Purchasing Activity</b>				<b>\$2,716.25</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-09	10-05	55436873279272790312729	HILTON GARDEN INN SAN DIEGO CA 335819 ARRIVAL: 10-05-23	347.35
10-10	10-10	55432863283200371871432	HOTELSCOM7267491100007 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	190.45

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**INDIVIDUAL CARDHOLDER ACTIVITY**

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-12	10-11	55432863284200860503016	FAIRFIELD INN & SUITES RANCHO CORDOV CA 24111 ARRIVAL: 10-10-23	391.50
10-12	10-11	55436873285172853606474	HILTON GARDEN INN SAN DIEGO CA ARRIVAL: 10-10-23	27.00
10-13	10-11	55436873285262853026003	DOUBLETREE AIRPORT ONTARIO CA 2246744 ARRIVAL: 10-09-23	411.70
10-13	10-11	55436873285262853026631	DOUBLETREE AIRPORT ONTARIO CA 2246747 ARRIVAL: 10-09-23	205.85
10-13	10-11	55436873285262853026698	DOUBLETREE AIRPORT ONTARIO CA 2246747 ARRIVAL: 10-09-23	205.85
10-13	10-11	55436873285262853026888	DOUBLETREE AIRPORT ONTARIO CA 2246746 ARRIVAL: 10-09-23	445.20
10-20	10-19	55436873293172935816158	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 11557718 ARRIVAL: 11-15-23	213.94
10-24	10-23	02305373297000599992923	TST* SELLAND FAMILY GR SACRAMENTO CA	666.71
10-24	10-23	55429503296745528156063	LYFT RIDE MON 11AM 8558659553 CA P.O.S.: 02EGP6RHEVJM SALES TAX: 3.10	28.66
10-26	10-25	55429503298717835910316	LYFT RIDE WED 12PM 8558659553 CA P.O.S.: 02EJNLXG8WEC SALES TAX: 2.60	29.55
10-26	10-25	82305093298000015856384	LYFT *RIDE WED 11AM SAN FRANCISCO CA P.O.S.: 1872410191812640886 SALES TAX: 3.10	32.27
10-27	10-25	52704873299722000074939	HYATT REGENCY SACRAMEN SACRAMENTO CA 0000007493 ARRIVAL: 10-25-23	542.78
10-27	10-25	52704873299722744442293	HYATT REGENCY SACRAMEN SACRAMENTO CA 39859323 ARRIVAL: 10-23-23	6.95
10-27	10-25	52704873299722744446617	HYATT REGENCY SACRAMEN SACRAMENTO CA 39859247 ARRIVAL: 10-23-23	542.78
10-27	10-25	52704873299722744449314	HYATT REGENCY SACRAMEN SACRAMENTO CA 39857890 ARRIVAL: 10-23-23	542.78
10-27	10-25	52704873299722744452458	HYATT REGENCY SACRAMEN SACRAMENTO CA 39859332 ARRIVAL: 10-23-23	542.78
10-27	10-25	52704873299722744463315	HYATT REGENCY SACRAMEN SACRAMENTO CA 39857889 ARRIVAL: 10-23-23	542.78
<b>Total Travel Activity</b>				<b>\$5,916.88</b>

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-16	10-15	82305093288000017235662	ULTIMATE SLP FARMINGTON CT	12.95
<b>Total Miscellaneous Activity</b>				<b>\$12.95</b>

<b>CHRISTINE FEHER</b> 5563-7500-1511-9595	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$86.50	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$86.50
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ACCOUNTING CODE:

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**INDIVIDUAL CARDHOLDER ACTIVITY**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	10-01	02682633275910003224265	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M35875882919 SALES TAX: 0.00	86.50
<b>Total Purchasing Activity</b>				<b>\$86.50</b>

<b>ALEXIS MORFIN</b> 5563-7500-4480-5891	<b>CREDITS</b> \$239.88	<b>PURCHASES</b> \$239.88	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$0.00
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ACCOUNTING CODE:

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-03	10-03	55429503189719037937594	DISPUTE CREDIT CHICAGO IL	239.88 CR
10-30	10-30	55429503189719037937594	DISPUTE REBILL CHICAGO IL	239.88
<b>Total Purchasing Activity</b>				<b>\$0.00</b>

<b>CHRISTINE FEHER</b> 5563-7580-2042-1526	<b>CREDITS</b> \$180.10	<b>PURCHASES</b> \$3,849.05	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$3,668.95
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ACCOUNTING CODE:

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	09-30	82305093274000003050071	STAMPLI FOR 9-2023 MOUNTAIN VIEW CA	1,263.05
10-06	10-05	55436873278292785694460	PRIMO WATER TAMPA FL P.O.S.: 106828080 SALES TAX: 0.72	7.20
10-09	10-07	55436873280292809410238	PRIMO WATER TAMPA FL P.O.S.: 106952361 SALES TAX: 3.29	32.93
10-12	10-11	55432863284200951210901	ABB*BOUDIN CATERING 415-283-1230 CA	80.19
10-13	10-12	55480773285207555200809	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
10-16	10-15	55131583288400816015586	MSFT * E0800PGO6W MSBILL.INFO WA P.O.S.: Z62O4F6LN21E SALES TAX: 0.00	822.34
10-17	10-16	55429503289719330425254	ADOBE *ACROPRO SUBS 4085366000 CA P.O.S.: AB0322510021 SALES TAX: 0.00	46.69
<b>Total Purchasing Activity</b>				<b>\$2,297.39</b>

**Telecommunication Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-16	10-15	55432863288202183178985	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
<b>Total Activity</b>				<b>\$203.30</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	10-01	05436843275600035603431	PY *EXTRA STORAGE NEWP COSTA MESA CA P.O.S.: 49fb2dfe-c9f1-4 SALES TAX: 36.96	462.00
10-26	10-25	55500363298722000033507	HYATT CENTRIC SACRAMEN SACRAMENTO CA 0000003350 ARRIVAL: 10-25-23	180.10 CR

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**INDIVIDUAL CARDHOLDER ACTIVITY**

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-26	10-25	55500363298722336063087	HYATT CENTRIC SACRAMEN SACRAMENTO CA 450317 ARRIVAL: 10-23-23	180.10
<b>Total Travel Activity</b>				<b>\$462.00</b>

**Fleet Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-30	10-27	85347053302980001960780	PELTZER FARMS INC. TEMECULA CA	425.39
<b>Total Fleet Activity</b>				<b>\$425.39</b>

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-17	10-17	12302023290000013513636	MAILCHIMP ATLANTA GA	82.87
10-19	10-18	55429503291713635782333	ENVATO 61383766284 UT	198.00
<b>Total Miscellaneous Activity</b>				<b>\$280.87</b>



deviceId	serialNumber	model	lastPolicySync
d37f0c3a-23ed-459d-9343-d2d2044e9659	4K9V9FANB15976P	Samsung Chromebook 4	10/27/2023 9:59
6c2efb35-d987-4357-b5c9-f00b25cb7852	4K9V9FANC18033H	Samsung Chromebook 4	6/9/2023 16:14
08b33276-f655-42ca-9f76-fb90cf3f541c	4K9V9FBR200472N	Samsung Chromebook 4	11/2/2023 14:44
2a7c9fd3-ed3e-4e12-b131-4433f9d2f94c	4K9V9FCR102185V	Samsung Chromebook 4	5/4/2023 9:58
1b98c28d-7532-4f69-854c-672fc7fa5439	4K9V9FDW600010B	Samsung Chromebook 4	11/2/2023 10:30
529826e5-9476-4e84-9fbc-9d8f20d2b258	4K9V9FDW600149E	Samsung Chromebook 4	10/27/2023 12:29
043d6a6b-55a1-4ffa-8cd7-50e6ef9ae115	4K9V9FFR121269L	Samsung Chromebook 4	10/26/2023 10:16
2750dd28-f64a-405c-87ec-536bb90283cd	4K9V9FFR314853N	Samsung Chromebook 4	10/20/2023 12:41
dcc76dcf-4a19-46dd-add9-bb3726ed4200	5CD111P96L	HP Chromebook x360 11MK G3 EE	9/5/2023 10:43
7fb6149-8d46-41bc-842f-178e9505fc05	4K9V9FANC02174N	Samsung Chromebook 4	8/14/2023 12:57
1c381f01-24e2-44a2-8a5a-b27eebc06d3b	4K9V9FDR329934N	Samsung Chromebook 4	9/16/2023 13:56
f4dda1f6-0d5f-478f-a591-451959a34dcb	4K9V9FFR120761N	Samsung Chromebook 4	10/4/2023 9:48
70a3fbf9-41f4-4eaf-90dd-266e8d2c51a5	4K9V9FDR304174D	Samsung Chromebook 4	8/31/2023 10:05
7662761e-0e1c-4aab-97c9-ff736ea5f9d3	4K9V9FDW600070V	Samsung Chromebook 4	10/9/2023 11:54
a9b42acd-76e7-4117-bcf0-76fe67388b29	4K9V9FCNB04574M	Samsung Chromebook 4	9/12/2023 10:00
a96b24f2-db2c-46f0-bc98-784596063986	4K9V9FANC17763Y	Samsung Chromebook 4	10/6/2023 15:37
7cba71c1-0bd7-47a0-83ab-f014a36fbca8	4K9V9FANC01971B	Samsung Chromebook 4	9/22/2023 23:57
fbe51496-9ce6-4e1f-b252-7becefdc90b9	4K9V9FANB16191X	Samsung Chromebook 4	4/19/2023 22:20
e22fca09-6cbe-4bb1-8732-b11047a6f717	4WQR9FAR306925V	Samsung Chromebook 4	10/23/2023 15:02
5326c36f-de16-436f-994e-27ba0cbe3325	4WQR9FAR306176K	Samsung Chromebook 4	9/16/2023 6:04
0b4040ba-bba2-48a9-9443-6e1402195489	4K9V9FER216598V	Samsung Chromebook 4	8/30/2023 10:04
04d0db34-a7ca-4cb8-9005-29c3413bf390	4K9V9FER216474R	Samsung Chromebook 4	9/14/2023 14:40
eab543e2-e7f0-411b-b200-9e8222428e2f	4K9V9FFR314875M	Samsung Chromebook 4	9/4/2023 11:23
a34ff6e6-1f5f-4610-bc4d-ed7c9049091a	4K9V9FCR202380L	Samsung Chromebook 4	10/9/2023 17:22
45215	3.5664E+14	Kajeet	RCL400L
45215	3.5664E+14	Kajeet	RCL400L
45215	4K9V9FANC02035X	Samsung	1/4/1900 0:00
45215	4K9V9FDW600080D	Samsung	1/4/1900 0:00
45222	4K9V9FDW600158Z	Samsung	1/4/1900 0:00
45223	3GJ10F3	Dell	XPS 15
45223	MP1HAUX6	Lenovo	S340
45223	58510F3	Dell	XPS 15
45223	MP1H63Q1	Lenovo	S340
45223	69R1PL3	Dell	Inspiron 16
45236	4K9V9FFNB08138P	Samsung	1/4/1900 0:00

enrollmentTime	osVersion	orgUnitPath	provisionStatus	annotatedAssetId
11/3/2021 14:03	117.0.5938.157	/CPCS Students & Devices/CAPCSSO/SO E Waste	PROVISIONED	SO-20210102
3/26/2022 14:59	113.0.5672.134	/CPCS Students & Devices/CAPCSSD/SD E Waste	PROVISIONED	SD-20210304
1/13/2023 12:31	117.0.5938.157	/CPCS Students & Devices/CAPCSLA/LA E Waste	PROVISIONED	LA-20210726
8/19/2021 11:06	110.0.5481.181	/CPCS Students & Devices/CAPCSSD/SD E Waste	PROVISIONED	SD-20210291
8/24/2023 12:18	117.0.5938.157	/CPCS Students & Devices/CAPCSSD/SD E Waste	PROVISIONED	SD-20210574
8/29/2023 13:09	118.0.5993.86	/CPCS Students & Devices/CAPCSSD/SD E Waste	PROVISIONED	SD-20210617
4/21/2021 17:14	117.0.5938.157	/CPCS Students & Devices/CAPCSSD/SD E Waste	PROVISIONED	SD-20210110
9/14/2021 14:26	118.0.5993.86	/CPCS Students & Devices/CAPCSLA/LA E Waste	PROVISIONED	LA-20210467
8/4/2022 15:16	114.0.5735.143	/CPCS Students & Devices/CAPCSLA/LA E Waste	PROVISIONED	LA-20210580
6/30/2021 13:38	114.0.5735.239	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210156
9/9/2021 14:22	114.0.5735.239	/CPCS Students & Devices/CAPCSSO/SO E Waste	DISABLED	SO-20210221
4/8/2021 12:32	116.0.5845.210	/CPCS Students & Devices/CAPCSSD/SD E Waste	DISABLED	SD-20210071
11/1/2022 8:51	107.0.5304.92	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210665
9/9/2023 9:14	116.0.5845.210	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210936
4/10/2021 11:45	116.0.5845.168	/CPCS Students & Devices/CAPCSSO/SO E Waste	DISABLED	SO-20210019
8/20/2021 11:30	117.0.5938.157	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210342
4/9/2021 13:35	116.0.5845.168	/CPCS Students & Devices/CAPCSSO/SO E Waste	DISABLED	SO-20210056
7/29/2021 11:05	111.0.5563.118	/CPCS Students & Devices/CAPCSSD/SD E Waste	DISABLED	SD-20210228
9/14/2022 12:25	117.0.5938.144	/CPCS Students & Devices/CAPCSSD/SD E Waste	DISABLED	SD-20210457
9/14/2022 9:50	116.0.5845.120	/CPCS Students & Devices/CAPCSSO/SO E Waste	DISABLED	SO-20210288
11/10/2021 8:33	113.0.5672.114	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210477
11/10/2021 9:02	116.0.5845.168	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210484
9/14/2021 13:01	112.0.5615.134	/CPCS Students & Devices/CAPCSLA/LA E Waste	DISABLED	LA-20210451
5/9/2023 14:02	116.0.5845.168	/CPCS Students & Devices/CAPCSSO/SO E Waste	DISABLED	SO-20210311
Hotspot	NA			
Hotspot	NA			
CHROMEBOOK	NA	NA		'as never provisioned
CHROMEBOOK	SD-20210634			
CHROMEBOOK	SD-20210570			
Laptop	43	NA		of life with battery issues
Laptop	NA	NA		End of life
Laptop	41	NA		of life with battery issues
Laptop	NA	NA		End of life
Laptop	8	NA		ork, will ewaste and use for parts
CHROMEBOOK	SD-20210058			

# Coversheet

## Consent - Policy Development

**Section:** VII. Consent  
**Item:** C. Consent - Policy Development  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

- BUS Policy Review 5000 Series 11.2023.pdf
- 5000 - CPCS Student Services Concepts and Roles.pdf
- 5000 - CPCS Student Services Concepts and Roles\_redline\_11.14.23.pdf
- 5010 - CPCS Educational Records and Student Information Policy.pdf
- 5010 - CPCS Educational Records and Student Information Policy\_redline\_11.14.23.pdf
- 5015 - CPCS Title IX Harassment Intimidation Discrimination and Bullying Policy.pdf
- 5015 - CPCS Title IX Harassment Intimidation Discrimination and Bullying Policy\_redline\_11.14.23.pdf
- 5020 - CPCS Suicide Prevention Policy.pdf
- 5020 - CPCS Suicide Prevention Policy\_redline\_11.14.23.pdf
- 5030 - CPCS Immunization Policy.pdf
- 5030 - CPCS Immunization Policy\_redline\_11.14.23.pdf
- 5035 - CPCS Student Freedom of Speech and Expression Policy.pdf
- 5035 - CPCS Student Freedom of Speech and Expression Policy\_redline\_11.14.23.pdf
- 5045 - CPCS Acceptable Use Policy.pdf
- 5045 - CPCS Acceptable Use Policy\_redline\_11.14.23.pdf
- 5050 - CPCS Academic Integrity Policy.pdf
- 5050 - CPCS Academic Integrity Policy\_redline\_11.14.23.pdf
- 5055 - CPCS Self-Administration of Medication Policy.pdf
- 5055 - CPCS Self-Administration of Medication Policy\_redline\_11.14.23.pdf
- 5060 - CPCS Grade Acceleration Policy.pdf
- 5060 - CPCS Grade Acceleration Policy\_redline\_11.14.23.pdf
- 5065 - CPCS Lottery Policy.pdf
- 5065 - CPCS Lottery Policy\_redline\_11.14.23.pdf
- 5070 - CPCS Transgender and Gender Nonconforming Student Nondiscrimination Policy.pdf
- 5070 - CPCS Transgender and Gender Nonconforming Student Nondiscrimination Policy\_redline\_11.14.23.pdf
- 5075 - CPCS Transcripts from Non-Accredited Schools Policy.pdf
- 5075 - CPCS Transcripts from Non-Accredited Schools Policy\_redline\_11.14.23.pdf
- 5085 - CPCS Communicable Contagious or Infectious Disease Prevention.pdf
- 5085 - CPCS Communicable Contagious or Infectious Disease Prevention\_redline\_11.14.23.pdf
- 5095 - CPCS Grade Retention Policy\_redline\_11.14.23.pdf
- 5095 - CPCS Grade Retention Policy.pdf
- 5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy.pdf
- 5110 - CPCS Cell Phones Smartphones Pagers Other Electronic Signaling Devices Policy\_redline\_11.14.23.pdf
- 5115 - CPCS Pregnant and Parenting Students Policy.pdf
- 5115 - CPCS Pregnant and Parenting Students Policy\_redline\_11.14.23.pdf
- 5125 - CPCS Investigation of Residence Policy.pdf
- 5125 - CPCS Investigation of Residence Policy\_redline\_11.14.23.pdf
- 5130 - CPCS Damaged or Lost Instructional Materials.pdf
- 5130 - CPCS Damaged or Lost Instructional Materials\_redline\_11.14.23.pdf

**CALIFORNIA PACIFIC CHARTER SCHOOLS**

**Agenda Item:**

**Date:** November 14, 2023

	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 reviewed and revised by staff for the 2023-2024 School Year.

**Background:**

In order to ensure adherence with State and Federal laws related to business and non-instructional services, it is recommended the Board approve the following policy as presented.

**REVIEWED**

The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation. The edits did not affect the content or meaning and intent of the policy.

5000 - CPCS Concepts and Roles

5015 - CPCS Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

5110 - CPCS Cell Phones, Smartphones, Pagers, & Other Electronic Signaling Devices Policy

5125 - CPCS Investigation of Residence Policy

5130 - CPCS Damaged or Lost Instructional Materials Policy

**REVISED**

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

***5000 Series - Student Services***

5010 - CPCS Educational Records and Student Information Policy

- Basic grammar, spelling, and punctuation corrected

- Replaced “Director” with “Superintendent”
- Added details about the information that could be included in the education record.

5020 - CPCS Suicide Prevention Policy

- Replaced “Director” with “Superintendent”

5030 - CPCS Immunization Policy

- Basic grammar, spelling, and punctuation corrected
- Replaced “Director” with “Superintendent”

5035 - CPCS Student Freedom of Speech and Expression Policy

- Basic grammar, spelling, and punctuation corrected
- Replaced “Director” with “Superintendent”
- Added additional details to Discriminatory Material

5045 - CPCS Acceptable Use Policy

- Added Education Code (EC) Section 48904.3(a) and (b) details

5050 - CPCS Academic Integrity Policy

- Updated wording to include AI language
- Added details to definition of plagiarism

5055 - CPCS Self Administration of Medication Policy

- Added details on when policy would apply to our student population

5060 - CPCS Grade Acceleration Policy

- Basic grammar, spelling, and punctuation corrected
- Replaced “Executive Director” with “Superintendent or designee”

5065 - CPCS Lottery Policy

- Added requirements for students involuntarily removed due to inadequate progress

5070 - CPCS Transgender and Gender Nonconforming Student Nondiscrimination Policy

- Basic grammar, spelling, and punctuation corrected
- Removed sections not pertinent to current non-classroom based

5075 - CPCS Transcripts from Non-Accredited Schools Policy

- Basic grammar, spelling, and punctuation corrected
- Replaced “Executive Director” with “Superintendent or designee”
- Updated the use of “we” with either “CPCS” or “the Charter School”

5085 - CPCS Communicable, Contagious, or Infectious Disease Prevention Policy

- Updated the “Injuries and Accidents” section with current details

5095 - CPCS Grade Retention Policy

- Basic grammar, spelling, and punctuation corrected

- Added “or the Charter School” for clarification purposes

5115 - CPCS Pregnant and Parenting Students Policy

- Replaced “Executive Director” with “Superintendent”

**Fiscal Impact:** None.

## STUDENT SERVICES

**5000-CPCS**

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### CONCEPTS AND ROLES

The goal of the Board of Directors of California Pacific Charter Schools is to provide students with a personalized and supportive educational experience. As such, the Board is committed to maintaining a safe, positive school environment for all students as well as providing student services that promote student welfare and high academic achievement. Students enrolled in the schools and affiliated programs operating under the non-profit California Pacific Charter Schools benefit from an individualized instructional model that has flexible pacing and scheduling. The Board expects students to make good use of this learning opportunity by demonstrating regular attendance, appropriate conduct, and respect for others.

The Board of Directors is committed to providing equal educational opportunities and keeping its schools free from any discriminatory practices. The Board of Directors prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. Any complaint of misconduct will be promptly and thoroughly investigated and appropriate corrective action taken if warranted.

The CEO, School Director(s), or designees shall keep parents/guardians and students well informed about school and district rules and regulations related to Students Services. This includes, but is not limited to attendance, physical and mental health, immunizations, records, academics, protected programs, and student conduct. When conducting hearings related to discipline, attendance and other student matters, all students will be afforded their due process in accordance with the law and the policies of California Pacific Charter Schools.

Consistent with Education Code requirements, schools operating under the non-profit California Pacific Charter Schools will annually notify students, parents, and guardians of their legal rights and responsibilities. Families will also receive a copy of legally mandated student services policies and the student handbook on an annual basis.

## STUDENT SERVICES

**5000-CPCS**

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**STUDENT SERVICES****5010-CPCS****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

**Definitions**

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to:
  - a. Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes, grades, test scores, courses taken, academic specializations and school activities;
  - b. Special education records;
  - c. Disciplinary records;
  - d. Medical and health records;
  - e. Attendance records and records of past schools attended; and/or
  - f. Personal information such as, but not limited to, a student’s name, the name of a student’s parent/guardian or other family members, student identification numbers, social security numbers, photographs, biometric records, or any other type of information that aids in the identification of a student.
  - g. An education record does not include any of the following:
    - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
    - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
    - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
    - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

**STUDENT SERVICES****5010-CPCS****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
  - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s parent/guardian or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
  3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
    - a. Student’s name
    - b. Student’s address
    - c. Parent/guardian’s address
    - d. Telephone listing
    - e. Student’s electronic mail address
    - f. Parent/guardian’s electronic mail address
    - g. Photograph
    - h. Date and place of birth
    - i. Dates of attendance
    - j. Grade level
    - k. Participation in officially recognized activities and sports
    - l. Weight and height of members of athletic teams
    - m. Degrees, honors, and awards received
    - n. The most recent educational agency or institution attended
    - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
  4. **Parent/Guardian:** Parent/guardian means a parent/guardian of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
  5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.

**STUDENT SERVICES****5010-CPCS****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official may also include a volunteer for the Charter School, an independent contractor of the Charter School, or another party who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing the school official's tasks.
7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

**Disclosure of Directory Information**

At the beginning of each school year, the Charter School shall provide parents/guardians and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent/guardian's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the parent/guardian or eligible student; and 3) The period of time within which a parent/guardian or eligible student must notify the Charter School in writing of the categories of "directory information" that it may not disclose without the parent/guardian's or eligible student's prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt-out request.

**Annual Notification to Parents and Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and parents/guardians of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents/guardians and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent/guardian or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

**STUDENT SERVICES****5010-CPCS****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses, and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental and Eligible Student Rights Relating to Education Records**

Parents/guardians and eligible students have the right to review the student's education records. In order to do so, parents/guardians and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to parents/guardians or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent/guardian or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing, and if the request for amendment is denied, the

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Charter School will set forth the reason for the denial and inform the parent/guardian or eligible student of their right to a hearing challenging the content of the education record.

If the Superintendent or designee sustains any or all of the allegations, the Superintendent or designee must order the correction or the removal and destruction of the information. The Superintendent or designee must then inform the parent/guardian or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies a parent/guardian or eligible student's request to amend an education record, the parent/guardian or eligible student may, within thirty (30) days of the denial, request in writing that the parent/guardian or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Superintendent or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent/guardian has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Superintendent or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent/guardian appointed by the Superintendent or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time, and place of the hearing will be sent by the Charter School to the parent/guardian or eligible student no later than twenty (20) days before the hearing.

The Superintendent or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent/guardian or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent/guardian or eligible student may also, at the parent/guardian or eligible student's own expense, be assisted or represented by one or more individuals of the parent/guardian's or eligible student's choice, including an attorney. The decision of the Superintendent or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

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If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent/guardian or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent/guardian or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the parent/guardian or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the parent/guardian or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure of Education Records and Directory Information**

The Charter School must have a signed and dated written consent from the parent/guardian or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent/guardian or eligible student may request a copy of the disclosed records and the Charter School shall provide the parent/guardian or eligible student with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent/guardian or eligible student and that the receiving party uses the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. The Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents/guardians or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent/guardian or eligible student and that the receiving party uses it for the purpose for which the disclosure was made. Note specifically that the Charter School will not release information to third parties for immigration-enforcement purposes except as required by law or court order.

The Charter School will disclose education records, without the prior written consent of the parent/guardian or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

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

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**Record Keeping Requirements**

The Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents/guardians or eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent/guardian or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents/guardians and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the Charter School.

Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Superintendent or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g., grading work product, assigning credit, reviewing materials for classroom discussion, etc.)

**Complaints**

Parents/guardians and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.



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Washington, D.C. 20202-5920

**Record Retention**

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  - a. Legal name of student
  - b. Date of birth
  - c. Method of verification of birth date
  - d. Sex of student
  - e. Place of birth
  - f. Name and address of parent/guardian of minor student
  - g. Address of minor student if different than above
  - h. An annual verification of the name and address of the parent/guardian and the residence of the student
  - i. Entering and leaving date of each school year and for any summer session or other extra session
  - j. Subjects taken during each year, half year, summer session, or quarter
  - k. If marks or credits are given, the mark or number of credits toward graduation allows for work taken.
  - l. Verification of or exemption from required immunizations
  - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable, defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e., 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  - a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.

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- b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- c. Participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- d. Language training records
- e. Progress slips and/or notices
- f. Parental restrictions regarding access to directory information or related stipulations.
- g. Parental or adult student rejoinders to challenged records and to disciplinary action
- h. Parental authorizations or prohibitions of student participation in specific programs
- i. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an out-of-state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student's completion or withdrawal from school. These records are defined as:
- a. Objective counselor and/or teacher ratings
  - b. Standardized test results older than three years
  - c. Routine discipline data
  - d. Verified reports of relevant behavioral patterns
  - e. All disciplinary notices
  - f. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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California Pacific Charter Schools (“CPCS” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

**Definitions**

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to:
  - a. ~~Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;~~
  - b. ~~Grades, test scores, courses taken, academic specializations and school activities;~~
  - c. Special education records;
  - d. Disciplinary records;
  - e. Medical and health records;
  - f. Attendance records and records of past schools attended; and/or
  - g. Personal information such as, but not limited to, a student’s name, the name of a student’s parent/guardian or other family members, student identification numbers, social security numbers, photographs, biometric ~~records~~record, or any other type of information that aids in the identification of a student.
  - h. An education record does not include any of the following:
    - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
    - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
    - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business; relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
    - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

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- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
  - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s parent/guardian or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
  3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
    - a. Student’s name
    - b. Student’s address
    - c. Parent/guardian’s address
    - d. Telephone listing
    - e. Student’s electronic mail address
    - f. Parent/guardian’s electronic mail address
    - g. Photograph
    - h. Date and place of birth
    - i. Dates of attendance
    - j. Grade level
    - k. Participation in officially recognized activities and sports
    - l. Weight and height of members of athletic teams
    - m. Degrees, honors, and awards received
    - n. The most recent educational agency or institution attended
    - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
  4. **Parent/Guardian:** Parent/guardian means a parent/guardian of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
  5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.

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6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official **may also** include a volunteer for the Charter School, ~~or~~ an independent contractor of the Charter School, or **another party** who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing the school official's tasks.
7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

**Disclosure of Directory Information**

At the beginning of each school year, the Charter School shall provide parents/guardians and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent/guardian's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the parent/guardian or eligible student; and 3) The period of time within which a parent/guardian or eligible student must notify the Charter School in writing of the categories of "directory information" that it may not disclose without the parent/guardian's or eligible student's prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt-out request.

**Annual Notification to Parents and Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and parents/guardians of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents/guardians and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent/guardian or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

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4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses, and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental and Eligible Student Rights Relating to Education Records**

Parents/guardians and eligible students have the right to review the student's education records. In order to do so, parents/guardians and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to parents/guardians or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent/guardian or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing, and if the request for amendment is denied, the

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Charter School will set forth the reason for the denial and inform the parent/guardian or eligible student of their right to a hearing challenging the content of the education record.

If the ~~Director~~Superintendent or designee sustains any or all of the allegations, the Superintendent~~Director~~ or designee must order the correction or the removal and destruction of the information. The Superintendent~~Director~~ or designee must then inform the parent/guardian or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies a parent/guardian or eligible student's request to amend an education record, the parent/guardian or eligible student may, within thirty (30) days of the denial, request in writing that the parent/guardian or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Superintendent~~Director~~ or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent/guardian has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Superintendent~~Director~~ or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent/guardian appointed by the Superintendent~~Director~~ or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time, and place of the hearing will be sent by the Charter School to the parent/guardian or eligible student no later than twenty (20) days before the hearing.

The Superintendent~~Director~~ or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent/guardian or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent/guardian or eligible student may also, at the parent/guardian or eligible student's own expense, be assisted or represented by one or more individuals of the parent/guardian's or eligible student's choice, including an attorney. The decision of the Superintendent~~Director~~ or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

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If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent/guardian or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent/guardian or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the parent/guardian or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the parent/guardian or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure of Education Records and Directory Information**

The Charter School must have a signed and dated written consent from the parent/guardian or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent/guardian or eligible student may request a copy of the disclosed records and the Charter School shall provide the parent/guardian or eligible student with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent/guardian or eligible student and that the receiving party uses the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. The Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents/guardians or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent/guardian or eligible student and that the receiving party uses it for the purpose for which the disclosure was made. Note specifically that the Charter School will not release information to third parties for immigration-enforcement purposes except as required by law or court order.

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

**STUDENT SERVICES****5010-CPCS****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY****Record Keeping Requirements**

The Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents/guardians or eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent/guardian or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents/guardians and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the Charter School.

Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the ~~Superintendent~~ ~~Director~~, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student ~~work product~~ ~~work-product~~, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g., grading ~~work product~~ ~~work-product~~, assigning credit, reviewing materials for classroom discussion, etc.)

**Complaints**

Parents/guardians and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education

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400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920

**Record Retention**

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  - a. Legal name of student
  - b. Date of birth
  - c. Method of verification of birth date
  - d. Sex of student
  - e. Place of birth
  - f. Name and address of parent/guardian of minor student
  - g. Address of minor student if different than above
  - h. An annual verification of the name and address of the parent/guardian and the residence of the student
  - i. Entering and leaving date of each school year and for any summer session or other extra session
  - j. Subjects taken during each year, half year, summer session, or quarter
  - k. If marks or ~~credits~~ **credit** are given, the mark or number of credits toward graduation allows for work taken.
  - l. Verification of or exemption from required immunizations
  - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable, defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e., 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  - a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible

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- student, or a dependent adult student, or an adult student, or the custodian of records.
- b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
  - c. Participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
  - d. Language training records
  - e. Progress slips and/or notices
  - f. Parental restrictions regarding access to directory information or related stipulations.
  - g. Parental or adult student rejoinders to challenged records and to disciplinary action
  - h. Parental authorizations or prohibitions of student participation in specific programs
  - i. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an ~~out-of-state~~ ~~out-of-state~~ or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student's completion or withdrawal from school. These records are defined as:
  - a. Objective counselor and/or teacher ratings
  - b. Standardized test results older than three years
  - c. Routine discipline data
  - d. Verified reports of relevant behavioral patterns
  - e. All disciplinary notices
  - f. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Notification

When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this policy, and all notices, reports, and statements pertaining to this policy will be translated into

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the primary language and will be provided to the parent/guardian of any such students in their primary language.

This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page:

1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.
2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.
3. A description of how to file a complaint under Title IX, which must include all of the following:
  - a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
  - b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site.
  - c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
4. The link to the CDE's Title IX information.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Ms. Corrie Amador, Assistant Director of Human Resources  
 Title IX/Uniform Complaint Procedure Coordinator  
 (760) 494-9646; 207  
 camador@cal-pacs.org  
 940 South Coast Drive #185  
 Costa Mesa, CA 92626

**STUDENT SERVICES****5015-CPCS****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Definitions****Prohibited Unlawful Harassment**

1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
3. Retaliation for reporting or threatening to report harassment.
4. Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to an including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

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Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
  - a. Rape, sexual battery, molestation or attempts to commit these assaults.
  - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
  - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
  - b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

**Prohibited Bullying**

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.



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2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*\*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A

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photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

**1. Cyberbullying Prevention Procedures**

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**2. Education**

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Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.

**3. Professional Development**

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games
- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

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Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

**Grievance Procedures****Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

**Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

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Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Ms. Corrie Amador, Assistant Director of Human Resources  
 Title IX/Uniform Complaint Procedure Coordinator  
 (760) 494-9646; 207  
 camador@cal-pacs.org  
 940 South Coast Drive #185  
 Costa Mesa, CA 92626

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

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thereafter. All staff and any individuals designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve

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the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

1. Notice of the Allegations

- a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
- b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
  - i. Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded

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from resuming a formal complaint of sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
  - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
- ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
- a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**4. Investigation Process**

- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

**5. Dismissal of a Formal Complaint of Sexual Harassment**



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- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
  - b. Charter School may dismiss a formal complaint of sexual harassment if:
    - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
    - ii. The respondent is no longer employed or enrolled at Charter School; or
    - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - i. The allegations in the formal complaint of sexual harassment;
    - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - iii. The findings of facts supporting the determination;
    - iv. The conclusions about the application of Charter School's code of conduct to the facts;
    - v. The decision and rationale for each allegation;
    - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - vii. The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

Right of Appeal

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Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

#### Recordkeeping

All records related to any investigation of complaints under this policy are maintained in a secure location.

Charter School will maintain the following records for at least seven (7) years:

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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**TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Follow up meeting with complainant held on: \_\_\_\_\_

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Notification

When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this policy, and all notices, reports, and statements pertaining to this policy will be translated into

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the primary language and will be provided to the parent/guardian of any such students in their primary language.

This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page:

1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.
2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.
3. A description of how to file a complaint under Title IX, which must include all of the following:
  - a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
  - b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site.
  - c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
4. The link to the CDE's Title IX information.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Ms. Corrie Amador, Assistant Director of Human Resources  
 Title IX/Uniform Complaint Procedure Coordinator  
 (760) 494-9646; 207  
 camador@cal-pacs.org  
 940 South Coast Drive #185  
 Costa Mesa, CA 92626

**STUDENT SERVICES****5015-CPCS****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Definitions****Prohibited Unlawful Harassment**

1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
3. Retaliation for reporting or threatening to report harassment.
4. Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to an including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

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Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
  - a. Rape, sexual battery, molestation or attempts to commit these assaults.
  - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
  - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
  - b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

**Prohibited Bullying**

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.

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2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*\*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A



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photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

**1. Cyberbullying Prevention Procedures**

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**2. Education**

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Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.

**3. Professional Development**

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games
- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

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Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

**Grievance Procedures****Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

**Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

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Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Ms. Corrie Amador, Assistant Director of Human Resources  
 Title IX/Uniform Complaint Procedure Coordinator  
 (760) 494-9646; 207  
 camador@cal-pacs.org  
 940 South Coast Drive #185  
 Costa Mesa, CA 92626

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

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thereafter. All staff and any individuals designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve

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the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

1. Notice of the Allegations

- a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
- b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
  - i. Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded

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from resuming a formal complaint of sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.

a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

4. Investigation Process

a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

5. Dismissal of a Formal Complaint of Sexual Harassment

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- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
  - b. Charter School may dismiss a formal complaint of sexual harassment if:
    - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
    - ii. The respondent is no longer employed or enrolled at Charter School; or
    - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - i. The allegations in the formal complaint of sexual harassment;
    - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - iii. The findings of facts supporting the determination;
    - iv. The conclusions about the application of Charter School's code of conduct to the facts;
    - v. The decision and rationale for each allegation;
    - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - vii. The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

Right of Appeal



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Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

#### Recordkeeping

All records related to any investigation of complaints under this policy are maintained in a secure location.

Charter School will maintain the following records for at least seven (7) years:

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**



**TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Follow up meeting with complainant held on: \_\_\_\_\_

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California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Superintendent shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

**Staff Development**

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced

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training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - i. Youth affected by suicide;
  - ii. Youth with a history of suicide ideation or attempts;
  - iii. Youth with disabilities, mental illness, or substance abuse disorders;
  - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
  - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - vi. Youth who have suffered traumatic experiences;

4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - a. The impact of traumatic stress on emotional and mental health;
  - b. Common misconceptions about suicide;
  - c. Charter School and community suicide prevention resources;

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- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
- h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

**Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.

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3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

**Student Participation and Education**

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
  - a. Coping strategies for dealing with stress and trauma.;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.;
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

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**Intervention and Emergency Procedures**

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Superintendent or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.

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3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Superintendent or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Superintendent or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Superintendent or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health



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care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

**Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged to notify a teacher, the Superintendent, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

**Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Superintendent to:
  - a. Confirm death and cause;
  - b. Identify a staff member to contact the deceased's family (within 24 hours);
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;

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### SUICIDE PREVENTION POLICY

5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide prevention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

#### Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the ~~Superintendent~~ ~~Executive Director~~ shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

**Staff Development**

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced

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training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - i. Youth affected by suicide;
  - ii. Youth with a history of suicide ideation or attempts;
  - iii. Youth with disabilities, mental illness, or substance abuse disorders;
  - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
  - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - vi. Youth who have suffered traumatic experiences;

4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - a. The impact of traumatic stress on emotional and mental health;
  - b. Common misconceptions about suicide;
  - c. Charter School and community suicide prevention resources;

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- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
- h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

**Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.

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3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

**Student Participation and Education**

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
  - a. Coping strategies for dealing with stress and trauma.;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.;
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

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**Intervention and Emergency Procedures**

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the ~~Executive Director~~ **Superintendent** or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.

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3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the ~~Superintendent/Executive Director~~ or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the ~~Superintendent/Executive Director~~ or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the ~~Superintendent/Executive Director~~ or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.



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6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

**Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged to notify a teacher, the ~~Superintendent~~~~Executive Director~~, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

**Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the ~~Superintendent~~~~Executive Director~~ to:
  - a. Confirm death and cause;
  - b. Identify a staff member to contact the deceased's family (within 24 hours);
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;

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- b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide prevention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

#### Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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### IMMUNIZATION POLICY

California Pacific Charter Schools (“CalPac” or the “Charter School”) adopts this Immunization Policy and will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

#### **Documentary Proof**

California law requires that an immunization record be presented to CalPac Admissions Staff before a child can be unconditionally enrolled in school. The parent/guardian must provide current immunization records for all vaccinations a student has received. Acceptable documentation of immunization includes the following:

- Immunization Yellow Card
- School Blue Card
- Verified Medical Record

As an independent study program with no classroom-based instruction, CalPac will accept a signed Non-Classroom Based waiver for any immunization not yet received that a parent/guardian is electing not to administer. For students with state medical exemptions, a California Department of Public Health standardized medical exemption form may be submitted in lieu of an immunization record. Refer to the “Exemptions from Immunization Requirements” section of the policy for details.

The CalPac Registrar shall maintain the student’s immunization information in the student’s mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

#### **Required Immunizations, Records, and Reports**

CalPac requires written verification from a doctor or immunization clinic of the following immunizations. Entering students who are not exempt will need the following immunization requirements:

Child’s Grade	Immunization	Dosage
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**STUDENT SERVICES****5030-CPCS****IMMUNIZATION POLICY**

Entering Kindergarten <sup>1</sup>	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7 <sup>th</sup> Grade <sup>2</sup>	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with CalPac's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to CalPac with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation or long stay in any country considered by the Center for Disease Control and Prevention ("CDC") to have an increased risk of TB exposure **MUST** contact the County Tuberculosis Clinic for a TB Screening upon return.

<sup>1</sup> **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

<sup>2</sup> **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

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### IMMUNIZATION POLICY

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter CalPac's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, CalPac will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, CalPac shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the Superintendent or Designee.

#### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Guidance, Admissions & Records Coordinator or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, CalPac will prohibit the student from further attendance until that student has been fully immunized as required by law.

#### **Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has

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been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.

- c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
  3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CalPac Admissions Staff shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
    - a. “Grade span” means each of the following:
      - i. Birth to Preschool.
      - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
      - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and their documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the Charter School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student’s IEP.

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### IMMUNIZATION POLICY

California Pacific Charter Schools (“CalPac” or the “Charter School”) adopts this Immunization Policy and will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

#### Documentary Proof

California law requires that an immunization record be presented to CalPac Admissions Staff before a child can be unconditionally enrolled in school. The parent/guardian must provide current immunization records for all vaccinations a student has received. Acceptable documentation of immunization includes the following:

- Immunization Yellow Card
- School Blue Card
- Verified Medical Record

As an independent study program with no classroom-based instruction, CalPac will accept a ~~signed Non-Classroom~~ ~~signed Non-Classroom~~ Based waiver for any immunization not yet received that a parent/guardian is electing not to administer. For students with state medical exemptions, a California Department of Public Health standardized medical exemption form may be submitted in lieu of an immunization record. Refer to the “Exemptions from Immunization Requirements” section of the policy for details.

The CalPac Registrar shall maintain the student’s immunization information in the student’s mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

#### Required Immunizations, Records, and Reports

CalPac requires written verification from a doctor or immunization clinic of the following immunizations. Entering students who are not exempt will need the following immunization requirements:

Child’s Grade	Immunization	Dosage
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Entering Kindergarten <sup>1</sup>	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
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	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7 <sup>th</sup> Grade <sup>2</sup>	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with CalPac's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to CalPac with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation ~~to~~ or long stay in any country considered by the Center ~~for~~ Disease Control and Prevention ("CDC") to have ~~an~~ increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

<sup>1</sup> **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

<sup>2</sup> **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).



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### IMMUNIZATION POLICY

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If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, CalPac will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, CalPac shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the ~~Superintendent~~ ~~Executive Director~~ or Designee.

#### Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Superintendent ~~or~~ designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Guidance, Admissions & Records Coordinator or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, CalPac will prohibit the student from further attendance until that student has been fully immunized as required by law.

#### Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has

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- been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
- c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
  3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CalPac Admissions Staff, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
    - a. “Grade span” means each of the following:
      - i. Birth to Preschool.
      - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
      - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and ~~their~~~~his~~~~or~~~~her~~ documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the Charter School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student’s IEP.

**STUDENT SERVICES****5035-CPCS****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**

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California Pacific Charter Schools and its programs (“CalPac” or the “Charter School”) adopt this Student Freedom of Speech and Expression Policy to apply to students enrolled at CalPac. CalPac respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

**Student Expression**

Student free speech rights include, but are not limited to the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student expression, including but not limited to student expression on internet web sites, is generally constitutionally protected, but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Charter School Superintendent or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, medical leave, genetic information, military or veteran status, political affiliation, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

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4. **Harassment (including sexual harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student's academic performance, (4) causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. **Fighting Words:** words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a student, even after warning.
7. **Violating Privacy:** publicizing or distributing confidential or private material without permission.

**Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Superintendent or designee at least one (1) school day prior to distribution. The Charter School Superintendent or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Charter School Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place during an educational activity provided there is no substantial disruption in the school programs as determined by the Charter School Superintendent or designee .
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

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4. The solicitation of signatures must not be substantially disruptive to the educational activity as determined by the Charter School Superintendent or designee.

**Official School Publications**

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the staff adviser(s) consider material submitted for publication to violate this Policy, they will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the staff adviser to the Charter School Superintendent.

**Buttons, Badges, and Other Insignia of Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

**Organized Demonstrations**

Students have the right to lawful organized demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger or the commission of unlawful acts during educational activities, or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the educational activity are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

**Online Student Expression**

Student expression, including but is not limited to student expression on internet web sites, is generally constitutionally protected, but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts

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**STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**

the educational program. The Charter School Superintendent or designee shall document the impact the expression had or could be expected to have on the educational program.

**A. Enforcement**

1. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School Superintendent shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by CalPac students.
3. No CalPac employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. CalPac shall not make or enforce a rule subjecting a high school student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**B. Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with CalPac through the School's Uniform Complaint Policies and Procedures.

**STUDENT SERVICES****5035-CPCS****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**

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California Pacific Charter Schools and its programs (“CalPac” or the “Charter School”) adopt this Student Freedom of Speech and Expression Policy to apply to students enrolled at CalPac. CalPac respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

**Student Expression**

Student free speech rights include, but are not limited to the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student expression, including but not limited to student expression on internet web sites, is generally constitutionally protected, but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Charter School **Superintendent Director** or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, **medical leave, genetic information, military or veteran status, political affiliation**, or association with a person or group with one or more of these actual or perceived characteristics or

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any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. **Harassment (including sexual harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student's academic performance, (4) causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. **Fighting Words:** words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a student, even after warning.
7. **Violating Privacy:** publicizing or distributing confidential or private material without permission.

**Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School ~~Superintendent Director~~ or designee at least one (1) school day prior to distribution. The Charter School ~~Superintendent Director~~ or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Charter School Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.



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2. Distribution, free or for a fee, may take place during an educational activity provided there is no substantial disruption in the school programs as determined by the Charter School ~~Superintendent or designee~~ Director.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not be substantially disruptive to the educational activity as determined by the Charter School ~~Superintendent~~ Director or designee.

#### Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the staff adviser(s) consider material submitted for publication to violate this Policy, ~~they~~ ~~he~~ ~~or~~ ~~she~~ will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the staff adviser to the Charter School ~~Superintendent~~ Director.

#### Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### Organized Demonstrations

Students have the right to lawful organized demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger ~~of~~ the commission of unlawful acts during educational activities, or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the educational activity are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students. The

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Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

**Online Student Expression**

Student expression, including but **is** not limited to student expression on internet web sites, is generally constitutionally protected, but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Charter School **Superintendent Director** or designee shall document the impact the expression had or could be expected to have on the educational program.

**A. Enforcement**

1. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School **Superintendent Director** shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by **charter** CalPac students.
3. No CalPac employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. CalPac shall not make or enforce a rule subjecting a high school student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**B. Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with CalPac through ~~following the Charter School's Uniform Complaint Policies and Procedures.~~

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**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 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.

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**ACCEPTABLE USE POLICY**

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.

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

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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.
- 21) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

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**ACCEPTABLE USE POLICY**

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 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 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 consequences.

In accordance with Education Code (EC) Section 48904.3(a) and (b), a hold will be placed on academic records (grades, transcripts, and diploma) for students who fail to return school-issued property or have outstanding fines resulting from damage to school issued technology.

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**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

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**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.



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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.

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**ACCEPTABLE USE POLICY**

- 19) Wasting 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 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 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 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 ~~consequences~~ ~~consequence~~ next steps.

In accordance with Education Code (EC) Section 48904.3(a) and (b), a hold will be placed on academic records (grades, transcripts, and diploma) for students who fail to return school-issued property or have outstanding fines resulting from damage to school issued technology.

## STUDENT SERVICES

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### ACADEMIC INTEGRITY POLICY

California Pacific Charter Schools and its programs (hereinafter, collectively “CPCS” or the “Charter Schools”) 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. 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:
  - Using search engines or other sites and resources to look up answers to questions on assignments or assessments (quizzes, tests, exams).

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- 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 Submitting an assignment that was completed by an artificial intelligence (AI) generator which does not contain student original work.
- 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

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 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, yourself, or any other document or media without giving due credit to the source of the information.
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

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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 primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

Process for Addressing Incidents of Plagiarism:*First 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:

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*

If a student commits an act of plagiarism or academic dishonesty for a third time:

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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.
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*

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.
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.

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.

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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:
  - 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*



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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.
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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.

**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 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..

**GRIEVANCE PROCEDURE**

The following procedure is established to ensure that any 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:

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### ACADEMIC INTEGRITY POLICY

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(5) business days.
3. If the concern or grievance is not resolved, the student and parent/guardian may, within five (5) calendar days, request a review by the Superintendent or designee.
4. The Superintendent or designee shall investigate and respond to the student and parent/guardian within five (5) business days after the review. The decision of the Superintendent is final.

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### ACADEMIC INTEGRITY POLICY

California Pacific Charter Schools and its programs (hereinafter, collectively “CPCS” or the “Charter Schools”) 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. 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.

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Studies show that students engage in academic dishonesty for a number of reasons, including, but not limited to:

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

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- o Using unauthorized resources or materials on assessments.
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- o Having someone else complete your assignment or assessment, including a parent, guardian, or sibling.
- o **Submitting an assignment that was completed by an artificial intelligence (AI) generator which does not contain student original work.**
- 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.
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  - o Manipulating grade reports and scores
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- 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.

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### ACADEMIC INTEGRITY POLICY

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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, **yourself your self**, or any other document or media without giving due credit to the source of the information.
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

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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
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Process for Addressing Incidents of Plagiarism:*First 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:

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*

If a student commits an act of plagiarism or academic dishonesty for a third time:

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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.
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*

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.
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.

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.

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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:
  - 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*



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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.

**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 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..

**GRIEVANCE PROCEDURE**

The following procedure is established to ensure that any 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:

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### ACADEMIC INTEGRITY POLICY

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(5) business days.
3. If the concern or grievance is not resolved, the student and parent/guardian may, within five (5) calendar days, request a review by the Superintendent or designee.
4. The Superintendent or designee shall investigate and respond to the student and parent/guardian within five (5) business days after the review. The decision of the Superintendent is final.

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**SELF-ADMINISTRATION OF MEDICATION POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”), adopts this Self-Administration of Medication Policy for students enrolled in CPCS.

The purpose of this policy is to ensure the safe, accurate self-administration of medication to students during school hours in compliance with the California Education Code, legal mandates and safe practice (California Education Codes Sec. 49423-49423.1; American Disabilities Act, Section 504). As an online charter school, this policy would apply to instances when students are physically in person under the direct supervision of CPCS staff, such as during school sponsored field trips or in person proctored examinations.

**General Policy**

All medications, including prescription and over the counter medication administered to students by themselves shall require a signed "Authorization for Student to Self-Possess / Self-Administer Medication" form. The medication administration form must be signed by the legal parent/guardian and authorized prescriber and shall include: (1) student’s name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication. (2) consent authorizing designated school personnel to contact physicians should questions arise.

**Procedure**

In order for a student to self-possess and/or self-administer prescription and/or over the counter medication, the following criteria must be met:

1. The parent/guardian shall obtain a written statement from the physician, surgeon or physician assistant detailing: student’s name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication.
2. The parent/guardian shall complete this Authorization for Student to Self-Possess / Self-Administer Medication, providing consent for the student to self-possess/self-administer medication; allowing consent for designated school personnel to consult with the student’s physician if questions or concerns arise; and releasing the school and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

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### SELF-ADMINISTRATION OF MEDICATION POLICY

3. The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

#### Additional Information

1. Self-possession means that under the direction of the physician, the student may carry medication on his/her person to allow for immediate and self-determined administration.
2. Self-administration means that the student can administer the medication in a manner directed by the physician without additional direction or supervision by school staff.
3. For medication other than inhalers/epipens, only that day's supply of medication is to be carried.
4. The student must carry a copy of this form in order to carry their medication. School administrators and appropriate teachers are informed on a need-to-know basis that the student is permitted to self-possess/self-administer medication.

#### References

References for this section can be found in:

1. California Department of Education Program Advisory on Medication Administration <http://www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf>.
2. Refer to the following education codes for additional information: 49423.1, 49423, 49414, 49414.7 and 49414.5. Full text of CA Codes retrievable at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>

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**SELF-ADMINISTRATION OF MEDICATION POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”), adopts this Self-Administration of Medication Policy for students enrolled in CPCS.

The purpose of this policy is to ensure the safe, accurate self-administration of medication to students during school hours in compliance with the California Education Code, legal mandates and safe practice (California Education Codes Sec. 49423-49423.1; American Disabilities Act. Section 504). *As an online charter school, this policy would apply to instances when students are physically in person under the direct supervision of CPCS staff, such as during school sponsored field trips or in person proctored examinations.*

**General Policy**

All medications, including prescription and over the counter medication administered to students by themselves shall require a signed "Authorization for Student to Self-Possess / Self-Administer Medication" form. The medication administration form must be signed by the legal parent/guardian and authorized prescriber and shall include: (1) student’s name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication. (2) consent authorizing designated school personnel to contact physicians should questions arise.

**Procedure**

In order for a student to self-possess and/or self-administer prescription and/or over the counter medication, the following criteria must be met:

1. The parent/guardian shall obtain a written statement from the physician, surgeon or physician assistant detailing: student’s name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication.
2. The parent/guardian shall complete this Authorization for Student to Self-Possess / Self-Administer Medication, providing consent for the student to self-possess/self-administer medication; allowing consent for designated school personnel to consult with the student’s physician if questions or concerns arise; and releasing the school, ~~district~~ and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

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### ~~SELF-~~ADMINISTRATION OF MEDICATION POLICY

3. The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

#### Additional Information

1. Self-possession means that under the direction of the physician, the student may carry medication on his/her person to allow for immediate and self-determined administration.
2. Self-administration means that the student can administer the medication in a manner directed by the physician without additional direction or supervision by school staff.
3. For medication other than inhalers/epipens, only that day's supply of medication is to be carried.
4. The student must carry a copy of this form in order to carry their medication. School administrators and appropriate teachers are informed on a need-to-know basis that the student is permitted to self-possess/self-administer medication.

#### ~~Legal~~ References

~~RM~~Most of the ~~legal~~ references for this section can be found in: ~~the~~

1. California Department of Education Program Advisory on Medication Administration <http://www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf>.
2. Refer to the following education codes for additional information: 49423.1, 49423, 49414, 49414.7 and 49414.5. Full text of CA Codes retrievable at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>

**STUDENT SERVICES****5060-CPCS****GRADE ACCELERATION POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) has adopted this Grade Acceleration Policy to apply to all students requesting grade acceleration. CPSC is committed to the success of each student. The goal of acceleration is to create a bridge between the readiness of a student and the level and pace of instruction.

Acceleration of a student can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Therefore, a thorough evaluation of a request to promote will be conducted before approving an acceleration request.

Please note that TK students who were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for acceleration. All other grade levels may request a grade level acceleration of their student.

CPSC only reviews acceleration requests at the end of each school year, after the student has been enrolled in the school for the majority of the current school year. Rare exceptions may be made by a school administrator to review an acceleration request earlier.

An acceleration request may only be made if a previous SST meeting has been held during the current school year for the student. If an SST meeting was not held during the current school year, then an acceleration request can not be made for that school year.

Parent(s)/Guardian(s) must submit the following to a school administrator or designee by the last day of learning period 7:

1. A written request for the acceleration of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year
4. Evidence and documentation to show that the majority of the content standards at the grade level being requested to skip have been met (this may include, but is not limited to assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed

Teachers of students for whom a grade acceleration request has been made must submit the following to the school administrator or designee by the last day of learning period 8:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/acceleration meeting will be held during learning period 9 with the teacher, school counselor, and school administrator or designee. The parent/guardian is invited to attend the

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**GRADE ACCELERATION POLICY**

beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the parent/guardian, will review the information and decide if grade acceleration is appropriate. If the team cannot come to a consensus, then the Superintendent or designee holds the responsibility of making the final decision. The parent(s)/guardian(s) will be notified via email of the decision within five school days of the SST/acceleration meeting.

If the request is denied, the parent(s)/guardian(s) has the right to appeal. If the acceleration request is approved, then the parent(s)/guardian(s) must sign the Parent/Guardian acceleration Acknowledgement Form before the student's grade level will be changed in the school database.

**Right to Appeal**

If the parent(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's Superintendent or designee.

- 1) Parent(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the Superintendent or designee with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the parent(s)/guardian(s) were notified via email of the denial.
- 2) The Superintendent or designee shall review the appeal as well as the student's academic performance records on which the SST relied. The Superintendent or designee shall be provided an opportunity to discuss records with the parent(s)/guardian(s) and SST meeting members if deemed necessary by the Superintendent or designee.
- 3) The Superintendent or designee will notify the parent(s)/guardian(a) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The Superintendent or designee's decision is final.



**STUDENT SERVICES****5060-CPCS****GRADE ACCELERATION POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) has adopted this Grade Acceleration Policy to apply to all students requesting grade acceleration. CPSC is committed to the success of each student. The goal of acceleration is to create a bridge between the readiness of a student and the level and pace of instruction.

Acceleration of a student can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Therefore, a thorough evaluation of a request to promote will be conducted before approving an acceleration request.

Please note that TK students ~~who~~ that were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for acceleration. All other grade levels may request a grade level acceleration of their student.

CPSC only reviews acceleration requests at the end of each school year, after the student has been enrolled in the school for the majority of the current school year. Rare exceptions may be made by a school administrator to review an acceleration request earlier.

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Teachers of students for whom a grade acceleration request has been made must submit the following to the school administrator or designee by the last day of learning period 8:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/acceleration meeting will be held during learning period 9 with the teacher, school counselor, and school administrator or designee. The parent/guardian is invited to attend the

**STUDENT SERVICES****5060-CPCS****GRADE ACCELERATION POLICY**

beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the parent/guardian, will review the information and decide if grade acceleration is appropriate. If the team cannot come to a consensus, then the **Superintendent** or designee ~~Executive Director~~ holds the responsibility of making the final decision. The parent(s)/guardian(s) will be notified via email of the decision within five school days of the SST/acceleration meeting.

If the request is denied, the parent(s)/guardian(s) has the right to appeal. If the acceleration request is approved, then the parent(s)/guardian(s) must sign the Parent/Guardian acceleration Acknowledgement Form before the student's grade level will be changed in the school database.

**Right to Appeal**

If the parent(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's **Superintendent or designee** ~~Executive Director~~.

- 1) Parent(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the **Superintendent or designee** ~~Executive Director~~ with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the parent(s)/guardian(s) were notified via email of the denial.
- 2) The **Superintendent or designee** ~~Executive Director~~ shall review the appeal as well as the student's academic performance records on which the SST relied. The **Superintendent or designee** ~~Executive Director~~ shall be provided an opportunity to discuss records with the parent(s)/guardian(s) and SST meeting members if deemed necessary by the **Superintendent or designee** ~~Executive Director~~.
- 3) The **Superintendent or designee** ~~Executive Director~~ will notify the parent(s)/guardian(a) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The **Superintendent or designee** ~~Executive Director~~'s decision is final.

## STUDENT SERVICES

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### LOTTERY POLICY

California Pacific Charter Schools (“CPCS” or the “Charter School”) adopt this Lottery Policy to apply to all enrollment procedures and admission preferences in the charter schools it operates.

In the event that the number of students seeking admission to any school exceeds that school’s capacity by grade level, a lottery will be held for the impacted school, with the exception of existing students, who are guaranteed admission in the following school year if they complete the re-enrollment process no later than May 15th of the current school year.

### OPEN ENROLLMENT

The open enrollment window for the subsequent school year will begin no later than March 1st through March 31st. On March 31st the open enrollment window will close, and the applicant pool will be evaluated. Every effort will be made to hire enough teachers in each school and grade level to provide a placement for all students who apply prior to the open enrollment deadline. In the event that the number of students who apply during open enrollment exceeds capacity, CPCS will conduct a lottery. Applications from all students who apply after the open enrollment window closes will be held in abeyance pending available space. Subsequent, smaller lotteries will be held as needed when current waitlists have been exhausted.

### LOTTERY DATE

In the event a lottery is deemed necessary, CPCS will conduct a public random drawing on or about April 15th for enrollment in the fall of that year.

### PROSPECTIVE STUDENT WAITING LIST

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a prospective student waiting list in the order drawn. Students will be placed with a teacher in the order their name appears on the waiting list, if the Charter School has the capacity to serve the students based on the students’ grade level. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstances will a waiting list carry over to the following school year.

### ADMISSION PREFERENCES

Once a student has been enrolled as a student at California Pacific Charter School, they have the right to continue there until they have completed the highest grade offered, unless the student disenrolls or is lawfully removed from the Charter School. Students who are currently enrolled at CPCS must re-commit for the following school year by completing the re-enrollment paperwork by the June 1st deadline. Failure to complete the re-enrollment process by the posted deadline subjects current returning students to the lottery and waitlist procedure as outlined for prospective students.

## STUDENT SERVICES

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### LOTTERY POLICY

In the case of a lottery, preference shall be given to the following students in the following order:

1. Students who reside in the authorizing school district boundaries
2. Students who have siblings admitted to or attending the Charter School
3. Students who are children of the teachers and staff of the Charter School
4. All other applicants

Admission will not be based on prior student performance or academic testing. After admission, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

CPCS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

### LOTTERY SPACES BY SCHOOL AND GRADE LEVEL

Lottery spaces will be pulled by grade level using SELS (School Enrollment Lottery System), purchased from 3rd party vendor. Separate lotteries shall be conducted for each school in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each school, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

### LOTTERY RULES

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on CPCS's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. It will be completed in a physical or virtual public forum large enough to accommodate all those who wish to attend. California Pacific Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. CPCS will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least one week prior to the lottery date.

**STUDENT SERVICES****5065-CPCS****LOTTERY POLICY****LOTTERY REQUIREMENTS FOR STUDENTS INVOLUNTARILY REMOVED OR WITHDRAWN BASED ON INADEQUATE ACADEMIC PROGRESS**

A student involuntarily removed or withdrawn from CalPac during the academic year based on an inability to show adequate academic progress by the end of the semester in which they are on academic probation is subject to heightened requirements during the registration process for the following academic year if they choose to return to any CalPac school. The registration and re-enrollment process for these students will be handled as follows:

1. Students involuntarily withdrawn will not be eligible for the priority re-enrollment period afforded to continuing students and will need to enter the lottery for the subsequent school year.
2. If awarded a space as a result of a lottery draw during the registration process, a student's account will be flagged if the student was enrolled in a CalPac school during the previous academic year and the student was involuntarily removed or withdrawn based on their inadequate academic progress.
3. If the student wishes to re-enroll in a CalPac school, the student will be asked to provide the following information:
  - a. documentation that the student has followed legally mandated school attendance requirements at another public or private school for the remainder of the academic year or subsequent year the Student was involuntarily removed or withdrawn from a CalPac School; and
  - b. a written explanation as to what has changed for the student that will allow the student to satisfactorily make progress in an independent study program through re-enrollment. This written explanation must be no less than 1000 words.
4. If the student does not fulfill the items in Paragraph #2, the registration process will cease.
5. If the student provides the above-requested information and CalPac is satisfied with the information provided by the student, the student will be registered.
6. If CalPac is not satisfied with the information provided by the student, the student will be given an opportunity to be heard by a neutral officer to argue that the student will be able to satisfactorily progress in an independent study program through the student's re-enrollment. This "hearing" will be conducted using the following procedures:
  - a. Student will receive notification of the hearing within 5 school days. Parent or guardian of student may request one alternative date if they are unable to attend the date provided. the student's participation is required. Parent or guardian participation is optional.

**STUDENT SERVICES****5065-CPCS****LOTTERY POLICY**

- b. The hearing will be conducted virtually. The student, with or without their Parent or guardian, will be given 15 minutes to present information demonstrating that independent study is in the best interest of the student. CalPac may choose to have an Assistant Director or designee present regarding the student's attendance and prior evaluation as to whether independent study is in the best interest of the student.
  - c. Student and Parent or guardian may bring support providers, including legal counsel, to the hearing at their own expense if they wish. CalPac may have legal counsel present along with any employees with knowledge of the student and their ability to satisfactorily progress in independent study.
  - d. The CalPac Executive Director or designee will serve as the neutral officer. If there has been a previous appeal in front of the Executive Director, another neutral officer will be appointed.
  - e. The decision will be emailed to the Student/Parent within five (5) school days of the hearing.
  - f. The decision of the neutral officer is final.
7. If the student is registered and re-enrolled at CalPac, whether through minimally providing satisfactory re-enrollment information described above or the student additionally successfully shows that independent study is in their best interest at the hearing, the student will be immediately subject to the requirements of academic probation and will maintain that status for the first semester they are re-enrolled at a CalPac school. Students on academic probation upon re-enrollment will be subject to the following evaluation procedure if they are not meeting adequate progress expectations outlined in our Adequate Progress Policy:
- a. The student will receive an email notification from the school coordinator at the end of each learning period of inadequate progress status to warn the student about increasing their work and course completion rate if necessary.
  - b. The student's educational team will continue to engage the student throughout the semester in best educational practices and interventions to work toward achieving academic progress in each learning period.
  - c. Students who are not able to meet academic progress expectations in the semester they are re-enrolled on academic probation may be involuntarily removed from the program at the end of that semester after being afforded notice and an opportunity for a hearing in front of a neutral officer. The student will not be afforded the same 5-step Inadequate Progress Process regularly applied to students initially not meeting adequate progress expectations.

## STUDENT SERVICES

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### LOTTERY POLICY

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### ADMISSION PREFERENCES

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### LOTTERY POLICY

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Admission will not be based on prior student performance or academic testing. After admission, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

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### LOTTERY RULES

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**STUDENT SERVICES****5065-CPCS****LOTTERY POLICY****LOTTERY REQUIREMENTS FOR STUDENTS INVOLUNTARILY REMOVED OR WITHDRAWN BASED ON INADEQUATE ACADEMIC PROGRESS**

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1. Students involuntarily withdrawn will not be eligible for the priority re-enrollment period afforded to continuing students and will need to enter the lottery for the subsequent school year.
2. If awarded a space as a result of a lottery draw during the registration process, a student's account will be flagged if the student was enrolled in a CalPac school during the previous academic year and the student was involuntarily removed or withdrawn based on their inadequate academic progress.
3. If the student wishes to re-enroll in a CalPac school, the student will be asked to provide the following information:
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  - b. a written explanation as to what has changed for the student that will allow the student to satisfactorily make progress in an independent study program through re-enrollment. This written explanation must be no less than 1000 words.
4. If the student does not fulfill the items in Paragraph #2, the registration process will cease.
5. If the student provides the above-requested information and CalPac is satisfied with the information provided by the student, the student will be registered.
6. If CalPac is not satisfied with the information provided by the student, the student will be given an opportunity to be heard by a neutral officer to argue that the student will be able to satisfactorily progress in an independent study program through the student's re-enrollment. This "hearing" will be conducted using the following procedures:
  - a. Student will receive notification of the hearing within 5 school days. Parent or guardian of student may request one alternative date if they are unable to attend the date provided. the student's participation is required. Parent or guardian participation is optional.

**STUDENT SERVICES****5065-CPCS****LOTTERY POLICY**

- b. The hearing will be conducted virtually. The student, with or without their Parent or guardian, will be given 15 minutes to present information demonstrating that independent study is in the best interest of the student. CalPac may choose to have an Assistant Director or designee present regarding the student's attendance and prior evaluation as to whether independent study is in the best interest of the student.
  - c. Student and Parent or guardian may bring support providers, including legal counsel, to the hearing at their own expense if they wish. CalPac may have legal counsel present along with any employees with knowledge of the student and their ability to satisfactorily progress in independent study.
  - d. The CalPac Executive Director or designee will serve as the neutral officer. If there has been a previous appeal in front of the Executive Director, another neutral officer will be appointed.
  - e. The decision will be emailed to the Student/Parent within five (5) school days of the hearing.
  - f. The decision of the neutral officer is final.
  
7. If the student is registered and re-enrolled at CalPac, whether through minimally providing satisfactory re-enrollment information described above or the student additionally successfully shows that independent study is in their best interest at the hearing, the student will be immediately subject to the requirements of academic probation and will maintain that status for the first semester they are re-enrolled at a CalPac school. Students on academic probation upon re-enrollment will be subject to the following evaluation procedure if they are not meeting adequate progress expectations outlined in our Adequate Progress Policy:
  - a. The student will receive an email notification from the school coordinator at the end of each learning period of inadequate progress status to warn the student about increasing their work and course completion rate if necessary.
  - b. The student's educational team will continue to engage the student throughout the semester in best educational practices and interventions to work toward achieving academic progress in each learning period.
  - c. Students who are not able to meet academic progress expectations in the semester they are re-enrolled on academic probation may be involuntarily removed from the program at the end of that semester after being afforded notice and an opportunity for a hearing in front of a neutral officer. The student will not be afforded the same 5-step Inadequate Progress Process regularly applied to students initially not meeting adequate progress expectations.

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**TRANSGENDER AND GENDER-NONCONFORMING STUDENT  
NONDISCRIMINATION POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) adopt this Transgender and Gender-Nonconforming Student Nondiscrimination Policy to apply to students enrolled in CPCS.

CPCS is committed to providing a safe and supportive learning environment for all students and to ensuring that every student shall have access to the schools’ educational programs and activities. Additionally, CPCS policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender-nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

**PURPOSE**

The purpose of this policy is to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender

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**TRANSGENDER AND GENDER-NONCONFORMING STUDENT  
NONDISCRIMINATION POLICY**

expressions, and to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender-nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

**SCOPE**

This policy covers conduct that takes place in the school, on any CPCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on any CPCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, parents/guardians, and volunteers.

**DEFINITIONS**

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender-nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms that the students use to describe themselves.

1. **Gender**: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different

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from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].

2. **Gender Identity**: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. **Gender Expression**: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. **Gender-Nonconforming**: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender-nonconforming is not synonymous with transgender; not all gender-nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.
5. **Transgender**: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.
6. **Transition**: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.

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7. **LGBTQ**: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. **Sex**: The biological condition or quality of being female or male.
9. **Sexual Orientation**: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.
10. **Bullying**: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
11. **Harassment**: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

**PARENT/GUARDIAN INVOLVEMENT**

The parents and guardians of transgender and gender-nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender-nonconforming youth are both coming out in growing numbers and transitioning earlier. We encourage schools to work with supportive parents and guardians whenever possible to establish healthy communication and ensure the needs of these often vulnerable students are fully met.

**FEDERAL PROTECTIONS**

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It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender-nonconforming people constitutes sex discrimination.

**GUIDELINES**

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s integration.

**1. Privacy and Confidentiality**

- a. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a student’s transgender status, legal name, or gender assigned at birth may also constitute confidential medical information. Disclosing this information to other students, their parents/guardians or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender-nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student’s transgender status to others, including parents/guardians and other school staff, unless legally required to do so or unless the student has authorized such disclosure
- b. Students have the right to openly discuss and express their gender identity and expression and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the parent or guardian of a transgender student, school staff should use the student’s legal name and the

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pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student’s gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel’s focus should be specifically school-related and not on the student’s gender identity or expression.
- e. When communicating to the media or community about issues related to gender identity, the school or Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other School and school staff shall direct parents/guardians and the media to the designated spokesperson. Protecting the privacy of transgender and gender-nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating the confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

2. Official Records

- a. The Charter School is required to maintain in perpetuity mandatory permanent pupil records (“official records”), which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include but are not limited to progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
- b. The Charter School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where



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school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

**3. Unofficial Records**

- a. The Charter School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.
- b. The Charter School shall input the student's preferred name and gender in the appropriate fields of the Charter School's electronic data system to indicate how the student's name and gender will appear on unofficial records.
- c. The Charter School shall permit a student or parent/legal guardian to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.
- d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the Charter School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.

**4. Names/Pronouns**

- a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining parent/legal guardian permission. It is recommended that teachers privately ask transgender or gender-nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian.
- b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations,

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staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.

- c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with parents/legal guardians, they may privately ask the student. For communications with a student's parent/legal guardian, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."
  - d. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy.
5. School Activities and Programs
    - a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/ programs and all extra-curricular activities.
  6. Course Accessibility and Instruction
    - a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.
  7. Dress Codes/School Uniform Policies
    - a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.
    - b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).
  8. Student Safety
    - a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.

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- b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.
  - c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
  - d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to the following:
    - i. intervening to stop the behavior;
    - ii. investigating and documenting the incident;
    - iii. determining and enforcing appropriate corrective actions; and
    - iv. monitoring to ensure that the behavior does not re-occur.
  - e. School staff should take all reasonable steps to ensure safety and access for transgender and gender-nonconforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
  - f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
  - g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
  - h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may perceive or be affected by their actions and words.
9. Student Transitions
- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.
  - b. When a student transitions during the school year, the school shall hold a meeting with the student (and parents/guardians if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting

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environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

#### **Training and Professional Development**

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the Charter School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff

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California Pacific Charter Schools (“CPCS” or the “Charter School”) adopt this Transgender and Gender-~~Non~~conforming Student Nondiscrimination Policy to apply to students enrolled in CPCS.

CPCS is committed to providing a safe and supportive learning environment for all students, and to ensuring that every student shall have access to the schools’ educational programs and activities. Additionally, CPCS policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender-~~non~~conforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

**PURPOSE**

The purpose of this policy is to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender

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expressions, and to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender-~~non~~conforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

**SCOPE**

This policy covers conduct that takes place in the school, on any CPCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on any CPCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, parents/guardians, and volunteers.

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1. **Gender**: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different

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from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].

2. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. Gender-~~Non~~conforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender-~~non~~conforming is not synonymous with transgender; not all gender-~~non~~conforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.
5. Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.
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7. **LGBTQ**: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. **Sex**: The biological condition or quality of being female or male.
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pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student's gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel's focus should be specifically school-related and not on the student's gender identity or expression.
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- a. The **Charter** School is required to maintain in perpetuity mandatory permanent pupil records ("official records"), which include the legal name of the student and the student's gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include but are not limited to progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
- b. The **Charter** School will change a student's name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student's official name and gender in all school records shall be changed to reflect the legal name change. In situations where

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**3. Unofficial Records**

- a. The **Charter** School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.
- b. The **Charter** School shall input the student's preferred name and gender in the appropriate fields of the **Charter** School's electronic data system to indicate how the student's name and gender will appear on unofficial records.
- c. The **Charter** School shall permit a student or parent/legal guardian to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.
- d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the **Charter** School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.

**4. Names/Pronouns**

- a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining parent/legal guardian permission. It is recommended that teachers privately ask transgender or gender--nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian.
- b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations,

**STUDENT SERVICES****5070-CPCS****TRANSGENDER AND GENDER-~~NON~~CONFORMING STUDENT  
NONDISCRIMINATION POLICY**

staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.

- c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with parents/legal guardians, they may privately ask the student. For communications with a student’s parent/legal guardian, school personnel should refer to this policy’s prior section on “Privacy and Confidentiality.”
  - d. Every effort should be made to use the preferred names and pronouns consistent with a student’s gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student’s gender identity is a violation of School policy.
5. Restroom Accessibility
- ~~a. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.~~
  - ~~b. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student’s choice; no student shall be compelled to use an alternative restroom.~~
  - ~~c. Administrators may take steps to designate single stall “gender neutral” restrooms on their campus.~~
6. Locker Room Accessibility
- ~~a. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.~~
  - ~~b. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:
 
    - ~~i. Assignment of a student locker in near proximity to the coaches’ office or a supportive peer group.~~
    - ~~ii. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).~~
    - ~~iii. Use of a nearby private area (e.g. nearby restroom or a health office restroom).~~
    - ~~iv. A separate changing schedule.~~~~
7. Sports, Athletics, and Physical Education

**STUDENT SERVICES****5070-CPCS****TRANSGENDER AND GENDER-~~NON~~CONFORMING STUDENT  
NONDISCRIMINATION POLICY**

- ~~a. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.¶~~
- ~~b. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender identity. Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported on the student's initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.¶~~
- ~~c. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.¶~~
- ~~8. School Activities and Programs~~
- a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/ programs and all extra-curricular activities.
9. Course Accessibility and Instruction
- a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.
10. Dress Codes/School Uniform Policies
- a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.
- b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).

**STUDENT SERVICES****5070-CPCS****TRANSGENDER AND GENDER-~~NON~~CONFORMING STUDENT  
NONDISCRIMINATION POLICY****11. Student Safety**

- a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
- b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.
- c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
- d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to the following:
  - i. intervening to stop the behavior;
  - ii. investigating and documenting the incident;
  - iii. determining and enforcing appropriate corrective actions; and
  - iv. monitoring to ensure that the behavior does not re-occur.
- e. School staff should take all reasonable steps to ensure safety and access for transgender and gender-~~non~~conforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
- f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
- g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
- h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may perceive or be affected by their actions and words.

**12. Student Transitions**

- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.

**STUDENT SERVICES****5070-CPCS**

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**TRANSGENDER AND GENDER-~~NON~~CONFORMING STUDENT  
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- b. When a student transitions during the school year, the school shall hold a meeting with the student (and parents/guardians if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

**Training and Professional Development**

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the Charter School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff

**STUDENT SERVICES****5075-CPCS****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) adopt this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in CPCS.

California Pacific strives to provide a rich, personalized path toward meeting graduation requirements. CPCS welcomes transfer students from all educational backgrounds. When a student enrolls with California Pacific from a non-accredited school or homeschool, the Charter School must vet the courses and credits being claimed before those courses and credits are added to the CPCS transcript.

**Policy for Accepting Credits on Transcripts from Non-accredited Schools and Homeschools**

California Pacific will evaluate transcripts from a student’s previous school and grant credit toward California Pacific graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at California Pacific.

**Grade Level Placement**

California Pacific will place students based on the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools and have no attendance history in CALPADS will be placed in the grade level commensurate with their chronological age.

**Non-accredited Schools/Homeschools**

Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation listed below for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by California Pacific secondary education department staff, and credits will be granted at the discretion of secondary education department staff. Generally, California Pacific will accept a maximum of 40 credits per semester.

**Documentation Requirements**

Students/parents/guardians must submit the following:

1. Five work samples per course per semester that represent course mastery
2. A list of the curriculum/curricula used per course
3. A summary of [standards](#) met per course
  - a. Examples of acceptable samples include:



## STUDENT SERVICES

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### TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY

- i. Graded midterm or final exam
  - ii. Significant/in-depth project
- b. Transcript or grade report from vetted curriculum provider (e.g., Blue Tent, Apex, BYU)
- c. Assessment results indicating proficiency/mastery. Examples include:
  - i. SAT Subject test score of 560
  - ii. Local assessment scores - iReady at or above grade level
  - iii. Diagnostic Exams for Core Subjects

**Parents/guardians must provide transcripts and work samples/evidence within one week of the initial phone call from a CalPac school representative (e.g., counselor, registrar, administrator).**

California Pacific may accept a maximum of 40 credits per semester for courses taken in high school (9-12) as follows:

1. Five - 5 unit core courses (English, history, math, science, VAPA, LOTE, and two elective courses).
2. Courses are accepted at the discretion of the Superintendent or designee

California Pacific may accept a maximum of 10 credits per semester for math or LOTE courses taken in middle school (7th/8th) as follows:

1. Four - 5 unit core courses (Algebra I, Geometry, Algebra II, LOTE I, and LOTE II courses). No credit is awarded for courses taken in any other discipline.
2. A student may also be required to take a mathematics or LOTE placement test.
3. Please note that students still must complete 2 math courses in grades 9 - 12, regardless of how many math courses were completed in middle school.
4. Courses are accepted at the discretion of the Superintendent or designee

**STUDENT SERVICES****5075-CPCS****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) adopt this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in CPCS.

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California Pacific will evaluate transcripts from a student’s previous school and grant credit toward California Pacific graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at California Pacific.

**Grade Level Placement**

California Pacific will place students based on the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools and have no attendance history in CALPADS will be placed in the grade level commensurate with their chronological age.

**Non-accredited Schools/Homeschools**

Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation listed below for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by California Pacific secondary education department staff, and credits will be granted at the discretion of secondary education department staff. Generally, California Pacific will accept a maximum of 40 credits per semester.

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**STUDENT SERVICES****5075-CPCS****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

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  - iii. Diagnostic Exams for Core Subjects

**Parents/guardians must provide transcripts and work samples/evidence within one week of the initial phone call from a CalPac school representative (e.g., counselor, registrar, administrator).**

~~Students will be placed at the grade level commensurate with their 9th grade cohort year as listed within CALPADS. If that data is not available, students will be placed based on their birthdate.~~

California Pacific may accept a maximum of 40 credits per semester for courses taken in high school (9-12) as follows:

1. Five - 5 unit core courses (English, history, math, science, VAPA, LOTE, and two elective courses).
2. Courses are accepted at the discretion of the ~~Superintendent or designee Director of Secondary Education and the Lead Secondary Education Coordinator.~~

California Pacific may accept a maximum of 10 credits per semester for math or LOTE courses taken in middle school (7th/8th) as follows:

1. Four - 5 unit core courses (Algebra I, Geometry, Algebra II, LOTE I, and LOTE II courses). No credit is awarded for courses taken in any other discipline.
2. A student may also be required to take a mathematics or LOTE placement test.
3. Please note that students still must complete 2 math courses in grades 9 - 12, regardless of how many math courses were completed in middle school.
4. Courses are accepted at the discretion of the ~~Superintendent or designee Director of Secondary Education and the Lead Secondary Education Coordinator.~~

**STUDENT SERVICES****5085-CPCS****COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY**

California Pacific Charter Schools and its programs (the “Charter School”) recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and bodily fluids.

The Charter School desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff, as per state requirements. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

**Immunizations**

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

The school shall not unconditionally admit any pupil unless, prior to his or her first admission to the school, he or she has been fully immunized. This section does not apply to a pupil in a home-based independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction.

All rising 7<sup>th</sup> grade students must meet state mandated immunization requirements. (See “Immunization Policy”)

**Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from bodily fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving bodily fluids will be conducted by way of teacher demonstration rather than by student participation. In cases when students will be participating in wet lab activities/experiments students will receive applicable training.

**Injuries and Accidents**

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of the Charter School are trained upon initial employment on Bloodborne Pathogen Exposure Prevention and then annually thereafter based on the position needs where there may be a greater risk of exposure.

**STUDENT SERVICES****5085-CPCS****COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY**

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**Injuries and Accidents**

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of the Charter School are trained **upon initial employment annually** on Bloodborne Pathogen Exposure Prevention **and then annually thereafter based on the position needs where there may be a greater risk of exposure.**

**STUDENT SERVICES****5095-CPCS****GRADE RETENTION POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) has adopted this Grade Retention Policy to apply to all students in grades K-8 requesting grade retention. CPCS does not consider grade retention for students in grades 9-12 (EC 48070). CPCS is committed to the success of each student. Retention is an academic intervention that has a student repeat a grade level that has already been completed. The purpose of retention is to create a bridge between the readiness of a student and the level and pace of instruction.

Whenever possible, in lieu of grade retention, the goal of CPCS is to support struggling learners through the ~~SST/MTSS~~ process, employing ~~research-based~~ ~~research-based~~ interventions and academic supports to assist in making educational gains and bringing a student up to grade level. Retention of a student and the repeating of the academic program can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Research published by the National Association of School Psychologists (NASP) shows that grade retention has a negative impact on all areas of achievement, including reading, math, oral and written language, and ~~social-emotional~~ ~~social-emotional~~ adjustments such as peer relationships, self-esteem, problem behaviors, and attendance. Studies also show that students who were retained are five to eleven times more likely to drop out of school and that grade retention is one of the most powerful predictors of high school dropout. Therefore, a thorough evaluation of a request to retain will be conducted before approving a retention request.

Please note that TK students ~~who~~ ~~that~~ were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for retention. All other grade levels may request a grade level retention of their student.

CPSC only reviews retention requests at the end of each school year; after the student has been enrolled in the school for the majority of the current school year. Rare exceptions may be made by a school administrator to review a retention request earlier.

A retention request may only be made if a previous SST meeting has been held during the current school year for the student. If an SST meeting was not held during the current school year, then a retention request can not be made for that school year.

Parent(s)/Guardian(s) must submit the following to a school administrator or designee by the last day of learning period 7:

1. ~~A written~~ ~~Written~~ request for the retention of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year to help the student meet grade level standards
4. Evidence and documentation to show that the student has not yet met grade level standards (this may include, but is not limited to, assignment and work records,

**STUDENT SERVICES****5095-CPCS****GRADE RETENTION POLICY**

assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

Teachers of students for whom a grade retention request has been made must submit the following to the school administrator or designee by the last day of learning period 8:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/retention meeting will be held during learning period 9 with the teacher, school counselor, and school administrator or designee. The parent/guardian is invited to attend the beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the parent/guardian, will review the information and decide if grade retention is appropriate. If the team cannot come to a consensus, then the **Superintendent or designee**~~Executive Director~~ holds the responsibility of making the final decision. The parent(s)/guardian(s) will be notified via email of the decision within five school days of the SST/retention meeting.

If the request is denied, the parent(s)/guardian(s) has the right to appeal. If the retention request is approved, then the parent(s)/guardian(s) must sign the Parent/Guardian Retention Acknowledgement Form before the student's grade level will be changed in the school database.

**Right to Appeal**

If the parent(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's **Superintendent or designee**~~Executive Director~~.

- 1) Parent(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the **Superintendent or designee**~~Executive Director~~ with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the parent(s)/guardian(s) were notified via email of the denial.
- 2) The **Superintendent or designee**~~Executive Director~~ shall review the appeal as well as the student's academic performance records on which the SST relied. The **Superintendent or designee**~~Executive Director~~ shall be provided an opportunity to discuss records with the parent(s)/guardian(s) and SST meeting members if deemed necessary by the **Superintendent or designee**~~Executive Director~~.

## STUDENT SERVICES

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### GRADE RETENTION POLICY

- 3) The **Superintendent or designee**~~Executive Director~~ will notify the parent(s)/guardian(a) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The **Superintendent or designee**~~Executive Director~~'s decision is final.



**STUDENT SERVICES****5095-CPCS****GRADE RETENTION POLICY**

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Whenever possible, in lieu of grade retention, the goal of CPCS is to support struggling learners through the SST process, employing research-based interventions and academic supports to assist in making educational gains and bringing a student up to grade level. Retention of a student and the repeating of the academic program can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Research published by the National Association of School Psychologists (NASP) shows that grade retention has a negative impact on all areas of achievement, including reading, math, oral and written language, and social-emotional adjustments such as peer relationships, self-esteem, problem behaviors, and attendance. Studies also show that students who were retained are five to eleven times more likely to drop out of school and that grade retention is one of the most powerful predictors of high school dropout. Therefore, a thorough evaluation of a request to retain will be conducted before approving a retention request.

Please note that TK students who were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for retention. All other grade levels may request a grade level retention of their student.

CPSC only reviews retention requests at the end of each school year after the student has been enrolled in the school for the majority of the current school year. Rare exceptions may be made by a school administrator to review a retention request earlier.

A retention request may only be made if a previous SST meeting has been held during the current school year for the student. If an SST meeting was not held during the current school year, then a retention request can not be made for that school year.

Parent(s)/Guardian(s) must submit the following to a school administrator or designee by the last day of learning period 7:

1. A written request for the retention of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year to help the student meet grade level standards
4. Evidence and documentation to show that the student has not yet met grade level standards (this may include, but is not limited to, assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

**STUDENT SERVICES****5095-CPCS****GRADE RETENTION POLICY**

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Teachers of students for whom a grade retention request has been made must submit the following to the school administrator or designee by the last day of learning period 8:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/retention meeting will be held during learning period 9 with the teacher, school counselor, and school administrator or designee. The parent/guardian is invited to attend the beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the parent/guardian, will review the information and decide if grade retention is appropriate. If the team cannot come to a consensus, then the Superintendent or designee holds the responsibility of making the final decision. The parent(s)/guardian(s) will be notified via email of the decision within five school days of the SST/retention meeting.

If the request is denied, the parent(s)/guardian(s) has the right to appeal. If the retention request is approved, then the parent(s)/guardian(s) must sign the Parent/Guardian Retention Acknowledgement Form before the student's grade level will be changed in the school database.

**Right to Appeal**

If the parent(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's Superintendent or designee.

- 1) Parent(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the Superintendent or designee with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the parent(s)/guardian(s) were notified via email of the denial.
- 2) The Superintendent or designee shall review the appeal as well as the student's academic performance records on which the SST relied. The Superintendent or designee shall be provided an opportunity to discuss records with the parent(s)/guardian(s) and SST meeting members if deemed necessary by the Superintendent or designee.
- 3) The Superintendent or designee will notify the parent(s)/guardian(a) of their decision via email within seven (7) school days of receiving the appeal request.

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### GRADE RETENTION POLICY

- 4) The Superintendent or designee's decision is final.

**STUDENT SERVICES****5110-CPCS****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- a. Before or after any Charter School sponsored activity occurring before or after the regular school day.
- b. In the case of an emergency, or in response to a perceived threat of danger.
- c. When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- d. When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- e. When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- a. During events sponsored by the Charter School held before or after regular school hours.
- b. On field trips or excursions sponsored by the Charter School.
- c. During State assessments administration

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted

## **STUDENT SERVICES**

**5110-CPCS**

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### **CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY**

to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

**STUDENT SERVICES****5110-CPCS****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- a. Before or after any Charter School sponsored activity occurring before or after the regular school day.
- b. In the case of an emergency, or in response to a perceived threat of danger.
- c. When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- d. When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
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Private devices shall be turned off and shall not be used:

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## STUDENT SERVICES

5110-CPCS

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**STUDENT SERVICES****5115-CPCS****PREGNANT AND PARENTING STUDENTS POLICY**

Pregnancy or parenting and related responsibilities may disrupt a student's education. California Pacific Charter Schools (“CPCS” or the “Charter School”) adopts the following policy designed to provide needed support and accommodations to remove barriers to allow students access to the education process.

**Education and Support Services for Pregnant and Parenting Students**

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational program. The independent study setting shall be the preferred instructional strategy and program. Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other CPCS students. A student's participation in such programs shall be voluntary. As required for other students with physical or emotional conditions or temporary disabilities, the school's Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician (Medical Doctor or Doctor of Osteopathy) indicating that the student is physically and emotionally able to participate in an extracurricular educational activity.

To the extent feasible, educational and related support services shall be provided to meet the needs of pregnant and parenting students. Such services may include, but are not limited to:

1. Academic and personal counseling
2. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
3. Career planning instruction
4. Counseling in regard to alternative diploma pathways including GED preparation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

**Reasonable Accommodations**

When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

**Absences**

Pregnant and parenting students will be encouraged to remain enrolled in the independent study program and access their academic courses. The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. Pregnant and parenting students will not receive truancy notifications or related contracts while



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### **PREGNANT AND PARENTING STUDENTS POLICY**

on leave. Absences accrued by pregnant and parenting teens while on leave will be exempt from the school's attendance policy and involuntary removal policy.

**STUDENT SERVICES****5115-CPCS****PREGNANT AND PARENTING STUDENTS POLICY**

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## STUDENT SERVICES

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### **PREGNANT AND PARENTING STUDENTS POLICY**

contracts while on leave. Absences accrued by pregnant and parenting teens while on leave will be exempt from the school's attendance policy and involuntary removal policy.

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

The Board of Directors of the California Pacific Charter Schools (“CPCS” or the “Charter School” recognizes that Education Code Section 47612 requires all CPCS students to reside in the State of California and that further, Education Code Section 51747.3 requires all enrolled students to reside within the county in which the charter is authorized or an immediately adjacent county. Accordingly, CPCS admissions and enrollment policies require enrolling students to provide documentation of residency criteria and enrolled students to provide continued documentation of residency criteria. In furtherance of this objective, the Board adopts this Policy to govern procedures for the verification of residency of students enrolling in or enrolled in CPCS and for investigation where reasonably appropriate to confirm compliance with residency requirements.

**Definitions**

- “*Residence*” refers to the place where one remains when not called elsewhere for labor or another special or temporary purpose and to which he or she returns in seasons of repose. Temporary residency outside of the CPCS service boundaries may not exceed 20 school days.
- “*Homeless youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434(a)(2)(B):
  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 adequate alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
  3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
  4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
- “*Foster youth*” means a child who has been removed from their 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.
- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

- *“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.
- *“Unaccompanied Youth”* refers to a homeless child or youth not in the physical custody of a parent or guardian.
- *“School of origin”* means the school that a homeless or foster youth attended when permanently housed or the school in which the foster youth was last enrolled or the school in which a migratory child or child of a military family is enrolled at the time that a change in residence occurs.
- *“Surreptitious photographic or video-recording”* refers to the covert collection of photographic or video graphic images of persons or places subject to an investigation. For purposes of this paragraph, the collection of images is not covert if the technology is used in open and public view.

**CPCS Residency Requirements**

CPCS operates three charter schools that serve students across the state of California. Each CPCS school actively recruits a diverse student population. Admission will be open to any California resident who resides within the charter authorizing county and its adjacent counties, and all students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics). Pursuant to Education Code Section 51747.3, the legally prescribed services areas for each CPCS school are as follows:

- **CPCS- San Diego:** Authorizer: Warner Unified School District (WUSD); Attendance boundary: San Diego County and its adjacent counties.
- **CPCS- Sonoma:** Authorizer: Guerneville Unified School District (GESD); Attendance boundary: Sonoma County and its adjacent counties.
- **CPCS- Los Angeles:** Authorizer: Acton-Agua Dulce Unified School District (AADUSD); Attendance boundary: Los Angeles County and its adjacent counties.

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

An applicant or student complies with CPC's residency requirements as described above when any of the following is true:

1. The student's parent or legal guardian has established residence within the boundary of the CPCS service area.
2. The student is a foster child, homeless youth, migratory child, or child of a military family, and CPCS is the student's school of origin.
3. The student is placed within CPCS service area, in a regularly established licensed children's institution or a licensed foster home as defined in Section 56155.5, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.
4. The student physically resides with a caregiving adult within the CPCS service area. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the home of the caregiver, unless the school district determines from actual facts that the pupil is not living in the home of the caregiver.

**Acceptable Proof of Residency**

CPCS shall accept from the parent or legal guardian of a student reasonable evidence that the student meets the residency requirements as stated above. Reasonable evidence of residency for a student living with their parent or legal guardian shall be established by documentation showing the name and address of the parent or legal guardian within the prescribed service area, including, but not limited to, any of the following documentation:

1. Property tax payment receipts.
2. Rental property contract, lease, or payment receipts.
3. Utility service contract, statement, or payment receipts.
4. Pay stubs.
5. Bank statement.

**Special Circumstances**

CPCS recognizes that some students 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, CPCS shall provide them with full access to the Charter School's educational program as required by law. Notwithstanding any other requirements set forth in this Policy, the following circumstances may necessitate exceptions to the general residency requirements and proof of same:

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

1. If the student is a foster or homeless child or youth, they may be enrolled without any proof of residency or other documentation.
2. Proof of residency of a parent/guardian within CPC's legally prescribed service area shall not be required for an unaccompanied youth. CPCS shall accept a declaration of residency executed by the unaccompanied youth in lieu of a declaration of residency executed by his or her parent or legal guardian.
3. Foster youth, homeless 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, homeless youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin, regardless of any change of residence of the student during that school year, for the duration of the student's status as a student who is a migratory child, child of a military family, or homeless youth, or jurisdiction of the court over a foster youth. For a student *whose status changes* during a school year, CPCS shall comply with either of the following, as applicable:
  - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education at CPCS (if it is the school of origin) through the duration of that academic school year.
  - b. If the student is enrolled in high school, allow the student to continue his or her education in CPCS (if it is the school of origin) through graduation.
4. There are special circumstances under which a parent/guardian may be reluctant or refuse to give their address of residence due to domestic violence or stalking. If this occurs, the parent/guardian shall be referred immediately to the Superintendent for assistance. The family may be residing in a domestic violence shelter. Such a circumstance may require confidentiality of residence for safety reasons.

**Investigation of Residency**

If CPCS reasonably believes that the parent or legal guardian of a student has provided false or unreliable evidence of residency, CPCS may make reasonable efforts to determine that the student actually meets the residency requirements set forth above. Charter School staff have the right and obligation to conduct a thorough investigation before appropriate action is determined. Students shall not be disenrolled simply because address information is unknown. Students shall remain enrolled during the investigation process, which shall be conducted in accordance with the below:

1. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

or unreliable evidence of residency. Examples of such situations include, but are not limited to:

- a. altered documents;
  - b. credible information from the property owner or neighbor that the student does not reside at the address provided;
  - c. results of a home visit by a Charter School employee indicating the student does not reside at the address provided;
  - d. credible information from the student stating he/she does not reside at the address provided; and/or
  - e. mail sent by the school returned from the address provided.
2. The Superintendent or designee shall call and email the parent/guardian to obtain further residency information. This call may be followed up with a Verification of Residence Follow-up Letter to parent/guardian.
    - a. If a letter is returned with forwarding information the new address shall be immediately entered into the school record system. If the address corresponds to an area outside of the CPCS service boundary, the Superintendent or designee shall attempt to conference with the parent/guardian.
    - b. If a letter is returned undeliverable, but without forwarding information, the school must attempt to contact the parent/guardian to determine accurate information. If the parent refuses to provide such information, the school shall exhaust all efforts to investigate as outlined below.
  3. The Superintendent or designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:
    - a. Examination of records;
    - b. Request for Follow-up Conference with parent/guardian;
    - c. Home visit by Charter School personnel;
    - d. Interview of student and parent/legal guardian;
    - e. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;
    - f. Hiring of private investigator;
    - g. Investigating IP addresses
  4. If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in CPC's legally prescribed service area.
  5. For any investigation conducted pursuant to this policy, CPCS shall:



**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

- a. Not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.
- b. Require that any employee or contractor of CPCS engaged in the investigation truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

CPCS shall use due diligent efforts to exhaust all investigative procedures outlined above to determine the student's actual address, before a determination to withdraw the student can be made.

**Opportunity for Appeal**

If the Superintendent or designee, upon investigation, determines that a prospective enrolling student does not meet CPCS residency requirements and denies the student's enrollment in CPC, the Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for CPC's determination. Before any such denial is final, the parent/guardian shall be provided written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may appeal by providing new material evidence of residency, in writing, to the Superintendent within five (5) school days of receipt of CPC's written notice. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of Superintendent should be overruled. The Board of Directors or an impartial administrative panel designated by the Board of Directors shall review any new evidence and make a final decision within 20 school days.

**Involuntary Removal**

If the Superintendent or designee, upon investigation, determines that a currently enrolled student does not meet CPCS requirements as required by law and as described herein, the Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for CPC's determination and a recommendation of disenrollment. This written notice shall specify CPC's intent to remove the student for failure to meet the residency requirements for continued enrollment, no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include the facts leading to the decision regarding student's residency and an explanation of the student's basic rights including the right to request an appeal hearing before the effective date of the action or provide new evidence of residency.

## STUDENT SERVICES

5125-CPCS

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### INVESTIGATION OF RESIDENCE POLICY

The burden shall be on the parent/guardian to show why CPC's determination to deny enrollment should be overruled. The hearing shall be consistent with the Charter School's involuntary removal procedures as described within the charter. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CPCS issues a final decision.

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

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

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

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

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  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 adequate alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
  3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
  4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
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**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

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**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

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1. Property tax payment receipts.
2. Rental property contract, lease, or payment receipts.
3. Utility service contract, statement, or payment receipts.
4. Pay stubs.
5. **Bank statement.**
6. ~~Voter registration.~~
7. ~~Correspondence from a government agency.~~

**Special Circumstances**

CPCS recognizes that some students 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, CPCS shall provide them with full access to the Charter School's educational program as required by law. Notwithstanding any other requirements set forth in this Policy, the following circumstances may necessitate exceptions to the general residency requirements and proof of same:

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

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  - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education at CPC (if it is the school of origin) through the duration of that academic school year.
  - b. If the student is enrolled in high school, allow the student to continue his or her education in CPC (if it is the school of origin) through graduation.
4. There are special circumstances under which a parent/guardian may be reluctant or refuse to give their address of residence due to domestic violence or stalking. If this occurs, the parent/guardian shall be referred immediately to the ~~Superintendent~~ ~~Executive Director~~ for assistance. The family may be residing in a domestic violence shelter. Such a circumstance may require confidentiality of residence for safety reasons.

**Investigation of Residency**

If CPC reasonably believes that the parent or legal guardian of a student has provided false or unreliable evidence of residency, CPC may make reasonable efforts to determine that the student actually meets the residency requirements set forth above. Charter School staff have the right and obligation to conduct a thorough investigation before appropriate action is determined. Students shall not be disenrolled simply because address information is unknown. Students shall remain enrolled during the investigation process, which shall be conducted in accordance with the below:

1. An investigation may be initiated when the ~~Superintendent~~ ~~Executive Director~~ or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

has provided false or unreliable evidence of residency. Examples of such situations include, but are not limited to:

- a. altered documents;
  - b. credible information from the property owner or neighbor that the student does not reside at the address provided;
  - c. results of a home visit by a Charter School employee indicating the student does not reside at the address provided;
  - d. credible information from the student stating he/she does not reside at the address provided; and/or
  - e. mail sent by the school returned from the address provided.
2. The ~~Superintendent~~~~Executive Director~~ or designee shall call and email the parent/guardian to obtain further residency information. This call may be followed up with a Verification of Residence Follow-up Letter to parent/guardian.
    - a. If a letter is returned with forwarding information the new address shall be immediately entered into the school record system. If the address corresponds to an area outside of the CPCS service boundary, the ~~Superintendent~~~~Executive Director~~ or designee shall attempt to conference with the parent/guardian.
    - b. If a letter is returned undeliverable, but without forwarding information, the school must attempt to contact the parent/guardian to determine accurate information. If the parent refuses to provide such information, the school shall exhaust all efforts to investigate as outlined below.
  3. The ~~Superintendent~~~~Executive Director~~ or designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:
    - a. Examination of records;
    - b. Request for Follow-up Conference with parent/guardian;
    - c. Home visit by Charter School personnel;
    - d. Interview of student and parent/legal guardian;
    - e. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;
    - f. Hiring of private investigator;
    - g. Investigating IP addresses
  4. If necessary, the ~~Superintendent~~~~Executive Director~~ or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the ~~Superintendent~~~~Executive Director~~ or designee shall make other reasonable efforts to determine whether the student resides in CPC's legally prescribed service area.

**STUDENT SERVICES****5125-CPCS****INVESTIGATION OF RESIDENCE POLICY**

5. For any investigation conducted pursuant to this policy, CPCS shall:
  - a. Not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.
  - b. Require that any employee or contractor of CPCS engaged in the investigation truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

CPCS shall use due diligent efforts to exhaust all investigative procedures outlined above to determine the student's actual address, before a determination to withdraw the student can be made.

**Opportunity for Appeal**

If the ~~Superintendent~~~~Executive Director~~ or designee, upon investigation, determines that a prospective enrolling student does not meet CPCS residency requirements and denies the student's enrollment in CPC, the ~~Superintendent~~~~Executive Director~~ or designee shall send the student's parent/guardian written notice specifying the basis for CPC's determination. Before any such denial is final, the parent/guardian shall be provided written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may appeal by providing new material evidence of residency, in writing, to the ~~Superintendent~~~~Executive Director~~ within five (5) school days of receipt of CPC's written notice. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of ~~Superintendent~~~~Executive Director~~ should be overruled. The Board of Directors or an impartial administrative panel designated by the Board of Directors shall review any new evidence and make a final decision within 20 school days.

**Involuntary Removal**

If the ~~Superintendent~~~~Executive Director~~ or designee, upon investigation, determines that a currently enrolled student does not meet CPCS requirements as required by law and as described herein, the ~~Superintendent~~~~Executive Director~~ or designee shall send the student's parent/guardian written notice specifying the basis for CPC's determination and a recommendation of disenrollment. This written notice shall specify CPC's intent to remove the student for failure to meet the residency requirements for continued enrollment, no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.



**STUDENT SERVICES****5125-CPCS**

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**INVESTIGATION OF RESIDENCE POLICY**

The Involuntary Removal Notice shall include the facts leading to the decision regarding student's residency and an explanation of the student's basic rights including the right to request an appeal hearing before the effective date of the action or provide new evidence of residency. The burden shall be on the parent/guardian to show why CPC's determination to deny enrollment should be overruled. The hearing shall be consistent with the Charter School's involuntary removal procedures as described within the charter. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CPCS issues a final decision.

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

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

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

~~4836-1955-1472, v. 1~~

**STUDENT SERVICES****5130-CPCS****DAMAGED OR LOST INSTRUCTIONAL MATERIALS POLICY**

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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.

**STUDENT SERVICES****5130-CPCS**

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**DAMAGED OR LOST INSTRUCTIONAL MATERIALS POLICY****Damage or Lost Material Assessment Process**

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)

**STUDENT SERVICES****5130-CPCS****DAMAGED OR LOST INSTRUCTIONAL MATERIALS POLICY**

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# Coversheet

## Approval of 2023-24 School Plan for Student Achievement (SPSA)

**Section:** VIII. Education/Student Services  
**Item:** A. Approval of 2023-24 School Plan for Student Achievement (SPSA)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2023\_School\_Plan\_for\_Student\_Achievement\_California\_Pacific\_Charter\_-\_San\_Diego.pdf

2023\_SPSA\_Presentation.pdf

2023\_School\_Plan\_for\_Student\_Achievement\_California\_Pacific\_Charter\_-\_Sonoma.pdf

2023\_School\_Plan\_for\_Student\_Achievement\_California\_Pacific\_Charter\_-\_Los\_Angeles.pdf

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - San Diego	37-75416-0132472	October 25, 2023	November 14, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

California Pacific Charter- San Diego's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achievement in Title 1 schools.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter - San Diego (CPC-SD) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

**Focused Support:** We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

**Data-Driven Decision Making:** We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

**Family and Community Engagement:** We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

**Professional Development:** Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

**Fiscal Responsibility:** We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

**Continuous Improvement:** We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-SD's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

Based on the responses of the LCAP Input Survey:

### DATA

Stakeholders actively participate in annual surveys that address the sense of safety and school connectedness. 135 students in CPC-SD participated in the school climate survey that was available to all grade levels K-12. Participation rates were as follows: 1 student in grades K-5, 26 students in grades 6-8, and 108 students in grades 9-12. 99.3% of students agreed that their teacher cares about their education and helps them to succeed. 97% of students indicated that they feel safe a welcome to meet with their teacher to discuss their school work. 92.6% of students indicated that if they have a problem, they know someone at school they can talk to for support. 94.1% of students stated that overall, they feel satisfied with their school.

### MEANING

Areas of strength are that the survey results indicate that, CPC-SD has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing the grade level representation regarding participation in the survey.

### USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide

clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In an effort to effectively use state and local assessments to modify instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCSD establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education data dashboards for both the local assessment Renaissance STAR and CAASPP. CPC-SD has changed from using NWEA MAPS in the 2022-23 school year to Renaissance STAR for the local assessment platform in 2023-24.

CPC-SD acknowledges that the data shows a need for improvement in state assessments, particularly in the area of Math. Students with disabilities and English Learners in both ELA and Math are not meeting performance goals.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. School leadership works with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners are provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers in the M.A.R.S. (Math and Reading Success) program. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings will be provided as needed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. CPCS is partnering with the San Diego County Office of Education (SDCOE) to participate in their Educator Effectiveness and Evaluation (E3) Academy to improve the staff evaluation process and better align it to the professional standards, the school's mission and vision, and individual staff professional development needs. CPCS will utilize Educator Effectiveness Block Grants to improve the access that teachers have to professional development opportunities which will increase teacher effectiveness.

## Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

### Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need. For the 22-23 school year, CPCS-SD has launched a new professional platform- Alludo. This houses a multitude of professional development topics, including SBE-adopted instructional materials, and other resources that afford teachers the opportunity to engage in a personalized pathway for professional development that ties into their SMART goals for the current school year. Staff are required to complete a minimum of 5 modules or 5 hours of professional development each school year in Alludo.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

### Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive ongoing training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

### Meets performance goal

At CPCS, our commitment to fostering excellence in education is unwavering. We provide continuous instructional assistance and support for our teachers through various avenues.

1. Alludo Professional Development Platform: Our educators benefit from the Alludo Professional Development Platform, a cutting-edge tool that offers ongoing support and resources to enhance their teaching skills and effectiveness.
  2. Guest Speakers on DEI and Education in AI: CPCS invites expert guest speakers who address crucial topics in education, including Diversity, Equity, and Inclusion (DEI) and the latest developments in artificial intelligence (AI). These sessions spark important discussions and promote inclusivity among our educators.
  3. Trained Instructional Coaches: We have a team of highly trained instructional coaches who serve as thought partners and mentors to our teachers. They work closely with educators to personalize their professional development and enhance their teaching techniques.
  4. SMART Goals Aligned with CSTPs: Our teachers set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in collaboration with their supervisors at the beginning of each school year. These goals are closely aligned with the California Standards for the Teaching Profession (CSTPs).
  5. Robust Continuum of Professional Development: Throughout the year, teachers meet with their supervisors to explore the extensive range of professional development opportunities available. They select workshops and resources tailored to their individual goals, ensuring meaningful and measurable progress in their professional development.
- At CPCS, we are dedicated to empowering our educators with the support, knowledge, and resources they need to provide exceptional education to our students, making it a hub of continuous growth and excellence in the field of education.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Meets performance goals

Teacher collaboration occurs during staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

#### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Both curriculum platforms are content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Proctored local assessments through Renaissance STAR are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth. The Freckle support curriculum is utilized to support students in accelerating learning.

## Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

### Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-Tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

## Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

### Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) intervention program to support the individual needs of students who have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention coordinator to work on individual goals.



## Availability of standards-based instructional materials appropriate to all student groups (ESEA)

### Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Accelerate, are standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Lexia ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

## Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Accelerate program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved Renaissance STAR local assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Freckle) to engage students in a personalized learning plan established to support academic gaps for each individual child.

CPC-SD added math Pathways in Middle School to better support student skill gaps in Math. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

## Evidence-based educational practices to raise student achievement

### Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Program Directors and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, "Preventing Dropout in Secondary Schools."

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 4-6 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. "Check & Connect," model to promote students' engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students' levels of academic performance and provide targeted interventions for struggling students.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CPCS parents and students sign a Master Agreement that outlines CPCS's, virtual independent study program which is a school of choice, and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds, including Title I, ESSER III, Learning Recovery Block Grant, A-G Access Grant/A-G Learning Loss Mitigation Grant, and CTEIG, collectively provide essential services aimed at helping underperforming students reach academic standards. Title I funds support two full-time intervention teachers and two tutors, offering personalized assistance to struggling students. Title 1 funds also support English Learners with designated ELD curriculum. ESSER III funds are utilized for the provision of tutors, Chromebooks, and summer school programs, ensuring students have the tools and support necessary for academic success. Additionally, ESSER III funds cover school psychologist interns who provide direct social emotional learning services to students. The Learning Recovery Block Grant is used for Renaissance Learning, Inc., which aids in identifying and addressing learning gaps and funds supplemental curriculum for learning acceleration. The A-G Access Grant/A-G Learning Loss Mitigation Grant allocates 50% salary and benefits for a counselor, who plays a crucial role in designing and implementing programs to mitigate learning loss. Additionally, CTEIG resources support two teachers, 50% salary and benefits for a college and career counselor, and educational platforms like Pathful and Edgenuity, particularly in CTE classes, allowing students to access high-quality career and technical education. These categorical funds work together to provide a comprehensive set of services, ensuring that students who are not yet meeting performance goals have the necessary support, resources, and opportunities to meet academic standards and thrive in their educational journeys.

Fiscal support (EPC)

Title I Funds, ESSER III Funds, Learning Recovery Block Grant, A-G Access Grant, A-G learning Loss Mitigation Grant, CTEIG

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Virtual staff meeting to review School Plan for Student Achievement was held on October 23, 2023  
Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 25, 2023  
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 14, 2023.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The planning process included the review of the California Pacific Charter School budget and the funds available to provide resources for our ALL students including Socioeconomically Disadvantaged students as indicated in the evidence-based intervention plan. The school did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.10%	1.63%	3	3	4
African American	8.8%	8.46%	6.53%	27	23	16
Asian	2.3%	4.41%	3.67%	7	12	9
Filipino	1.6%	0.74%	2.04%	5	2	5
Hispanic/Latino	38.3%	39.34%	37.96%	118	107	93
Pacific Islander	0.3%	0.74%	1.63%	1	2	4
White	36.0%	32.72%	35.92%	111	89	88
Multiple/No Response	11.4%	11.03%	9.8%	35	30	24
	<b>Total Enrollment</b>			308	272	245

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	8	17	11
Grade 1	3	6	9
Grade 2	4	9	5
Grade3	7	7	9
Grade 4	4	13	6
Grade 5	13	14	8
Grade 6	7	15	19
Grade 7	16	13	18
Grade 8	24	17	16
Grade 9	35	23	13
Grade 10	39	31	39
Grade 11	62	46	44
Grade 12	86	61	48
<b>Total Enrollment</b>	308	272	245

**Conclusions based on this data:**

1. CPC-SD saw an increase in enrollment during 20-21. This is potentially due to families that were looking for a more favorable online alternative to distance learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.
2. CPC-SD is a school with diverse learners. White and Hispanic student groups comprise just over 60% of enrolled students, CPC-SD enrolls approximately 8.5% African American students and 4% Asian students.
3. The majority of CPC-SD's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why improving the school's graduation rates and college and career readiness are a concentrated school initiative.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	23	17	11	7.5%	6.3%	4.5%
Fluent English Proficient (FEP)	41	44	31	13.3%	16.2%	12.7%
Reclassified Fluent English Proficient (RFEP)	1			4.3%		

### Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SD makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings. The number of EL students is not high enough to require an ELAC for the 23-24 SY, however support will continue for families whose first language is a language other than English.
3. CPC-SD continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	5	7	8	5	7	8	5	7	100.0	100.0	100.0
Grade 4	5	12	9	4	12	8	4	12	8	80.0	100.0	88.9
Grade 5	14	12	8	13	12	8	13	12	8	92.9	100.0	100.0
Grade 6	9	14	19	8	14	19	8	14	19	88.9	100.0	100.0
Grade 7	17	14	19	16	14	19	16	14	19	94.1	100.0	100.0
Grade 8	28	18	19	27	18	18	27	18	18	96.4	100.0	94.7
Grade 11	65	52	56	57	47	55	57	47	55	87.7	90.4	98.2
All Grades	146	127	137	133	122	134	133	122	134	91.1	96.1	97.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	2436.	*	*	8.33	*	*	50.00	*	*	0.00	*	*	41.67	*
Grade 5	2489.	2443.	*	15.38	8.33	*	23.08	25.00	*	30.77	25.00	*	30.77	41.67	*
Grade 6	*	2503.	2438.	*	7.14	5.26	*	35.71	15.79	*	28.57	10.53	*	28.57	68.42
Grade 7	2526.	2482.	2485.	6.25	7.14	0.00	25.00	21.43	31.58	37.50	21.43	26.32	31.25	50.00	42.11
Grade 8	2513.	2498.	2538.	7.41	5.56	5.56	29.63	27.78	38.89	22.22	27.78	33.33	40.74	38.89	22.22
Grade 11	2595.	2627.	2554.	24.56	34.04	16.36	31.58	40.43	25.45	24.56	14.89	25.45	19.30	10.64	32.73
All Grades	N/A	N/A	N/A	18.80	18.85	9.70	27.07	34.43	25.37	26.32	18.85	22.39	27.82	27.87	42.54

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	24.56	44.68	23.64	63.16	44.68	52.73	12.28	10.64	23.64
<b>All Grades</b>	18.05	26.23	13.43	60.15	51.64	58.21	21.80	22.13	28.36

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	31.58	34.04	14.55	45.61	51.06	47.27	22.81	14.89	38.18
<b>All Grades</b>	21.05	18.03	8.96	52.63	48.36	49.25	26.32	33.61	41.79

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	15.79	21.28	16.36	75.44	74.47	72.73	8.77	4.26	10.91
<b>All Grades</b>	14.29	16.39	11.19	72.93	68.85	71.64	12.78	14.75	17.16

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	29.82	27.66	10.91	52.63	63.83	72.73	17.54	8.51	16.36
<b>All Grades</b>	18.80	16.39	13.43	58.65	63.11	63.43	22.56	20.49	23.13

**Conclusions based on this data:**

1. CPC-SD met the goal of having a participation rate of over 95%.
2. Student academic performance in the are of ELA continues to be an area of growth. CPC-SD will use internal assessment to continue to support student academic achievement. CPC-SD anticipates at least a 2% increase of students who meet or exceeded the standard in ELA in Spring 2024.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	5	7	8	5	7	8	5	7	100.0	100.0	100.0
Grade 4	5	12	9	4	12	8	4	12	8	80.0	100.0	88.9
Grade 5	14	12	8	13	12	8	13	12	8	92.9	100.0	100.0
Grade 6	9	14	19	8	14	19	8	14	19	88.9	100.0	100.0
Grade 7	17	14	19	17	14	19	17	14	19	100.0	100.0	100.0
Grade 8	28	18	19	27	18	18	27	18	18	96.4	100.0	94.7
Grade 11	65	52	56	56	46	55	56	46	55	86.2	88.5	98.2
All Grades	146	127	137	133	121	134	133	121	134	91.1	95.3	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	2436.	*	*	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*
Grade 5	2466.	2450.	*	15.38	16.67	*	23.08	0.00	*	15.38	33.33	*	46.15	50.00	*
Grade 6	*	2476.	2446.	*	7.14	5.26	*	14.29	21.05	*	35.71	15.79	*	42.86	57.89
Grade 7	2500.	2445.	2471.	11.76	7.14	0.00	11.76	14.29	15.79	29.41	14.29	26.32	47.06	64.29	57.89
Grade 8	2496.	2488.	2471.	3.70	5.56	11.11	14.81	11.11	5.56	18.52	22.22	22.22	62.96	61.11	61.11
Grade 11	2517.	2549.	2494.	1.79	10.87	1.82	14.29	21.74	18.18	28.57	17.39	18.18	55.36	50.00	61.82
All Grades	N/A	N/A	N/A	6.77	10.74	3.73	15.79	15.70	17.16	25.56	23.97	20.90	51.88	49.59	58.21

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.57	17.39	7.27	33.93	34.78	27.27	62.50	47.83	65.45
All Grades	7.52	12.40	8.21	36.84	37.19	32.84	55.64	50.41	58.96

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	8.93	13.04	7.27	62.50	54.35	58.18	28.57	32.61	34.55
All Grades	10.53	9.09	8.21	53.38	53.72	47.76	36.09	37.19	44.03

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.57	17.39	7.27	60.71	47.83	43.64	35.71	34.78	49.09
All Grades	7.52	13.22	6.72	66.17	52.89	45.52	26.32	33.88	47.76

**Conclusions based on this data:**

- Overall, CPC-SD met the goal of 95% participation rate.
- Student academic performance in Math continues to be an area of growth. CPC-SD anticipates at least a 2% increase of students who met or exceeded the standard in Math. in Spring 2023.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		5	*	
12	*	*		*	*		*	*		*	4	
All Grades										15	13	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	60.00	23.08		20.00	30.77		13.33	38.46		6.67	7.69		15	13	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	73.33	46.15		6.67	30.77		20.00	15.38		0.00	7.69		15	13	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	7.69		53.33	23.08		13.33	53.85		20.00	15.38		15	13	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	33.33	15.38		53.33	69.23		13.33	15.38		15	13	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	80.00	61.54		20.00	30.77		0.00	7.69		15	13	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	40.00	23.08		33.33	38.46		26.67	38.46		15	13	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	13.33	7.69		86.67	92.31		0.00	0.00		15	13	

**Conclusions based on this data:**

1. Students will continue to receive both integrated and designated ELD supports, with a focus on improving writing skills.
2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.





# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>272</b>	<b>53.7</b>	<b>6.3</b>	<b>0.4</b>
Total Number of Students enrolled in California Pacific Charter - San Diego.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	6.3
Foster Youth	1	0.4
Homeless	6	2.2
Socioeconomically Disadvantaged	146	53.7
Students with Disabilities	45	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	8.5
American Indian	3	1.1
Asian	12	4.4
Filipino	2	0.7
Hispanic	107	39.3
Two or More Races	30	11.0
Pacific Islander	2	0.7
White	89	32.7

**Conclusions based on this data:**

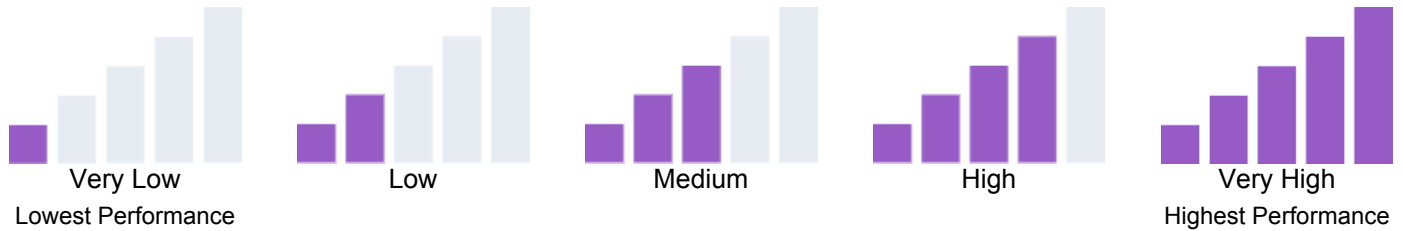
1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.
2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments.
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to check and connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teachers will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Medium	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Low	<b>Chronic Absenteeism</b>  High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

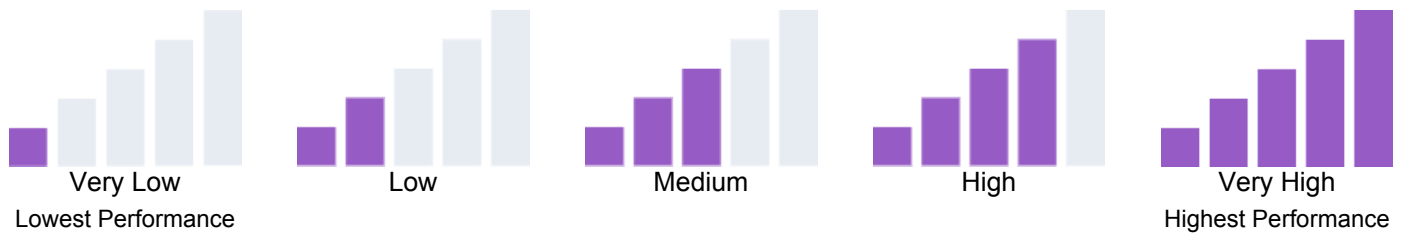
1. Graduation rates have increased from prior years and the school has exited from CSI as a result.
2. Chronic Absenteeism rates are high, but are on par with state averages. The school continues to identify chronic absenteeism as an area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

# School and Student Performance Data

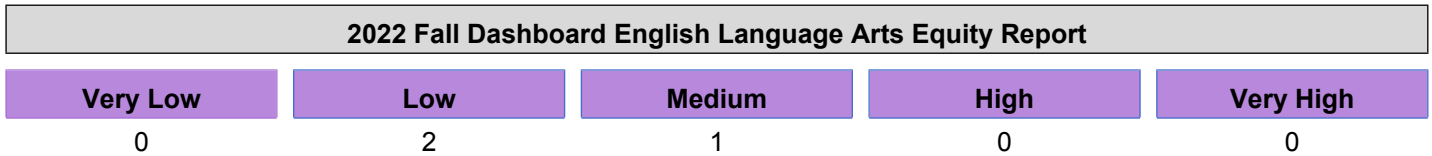
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

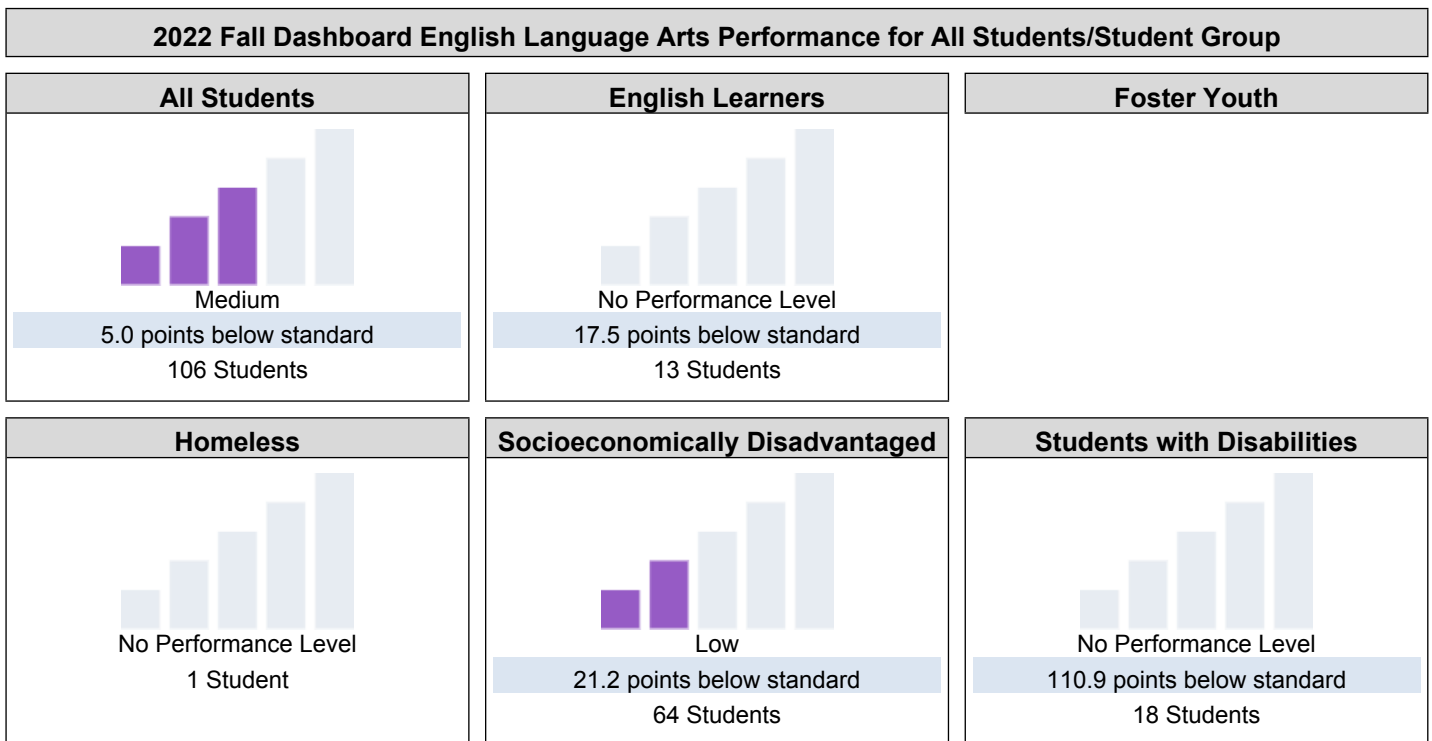
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

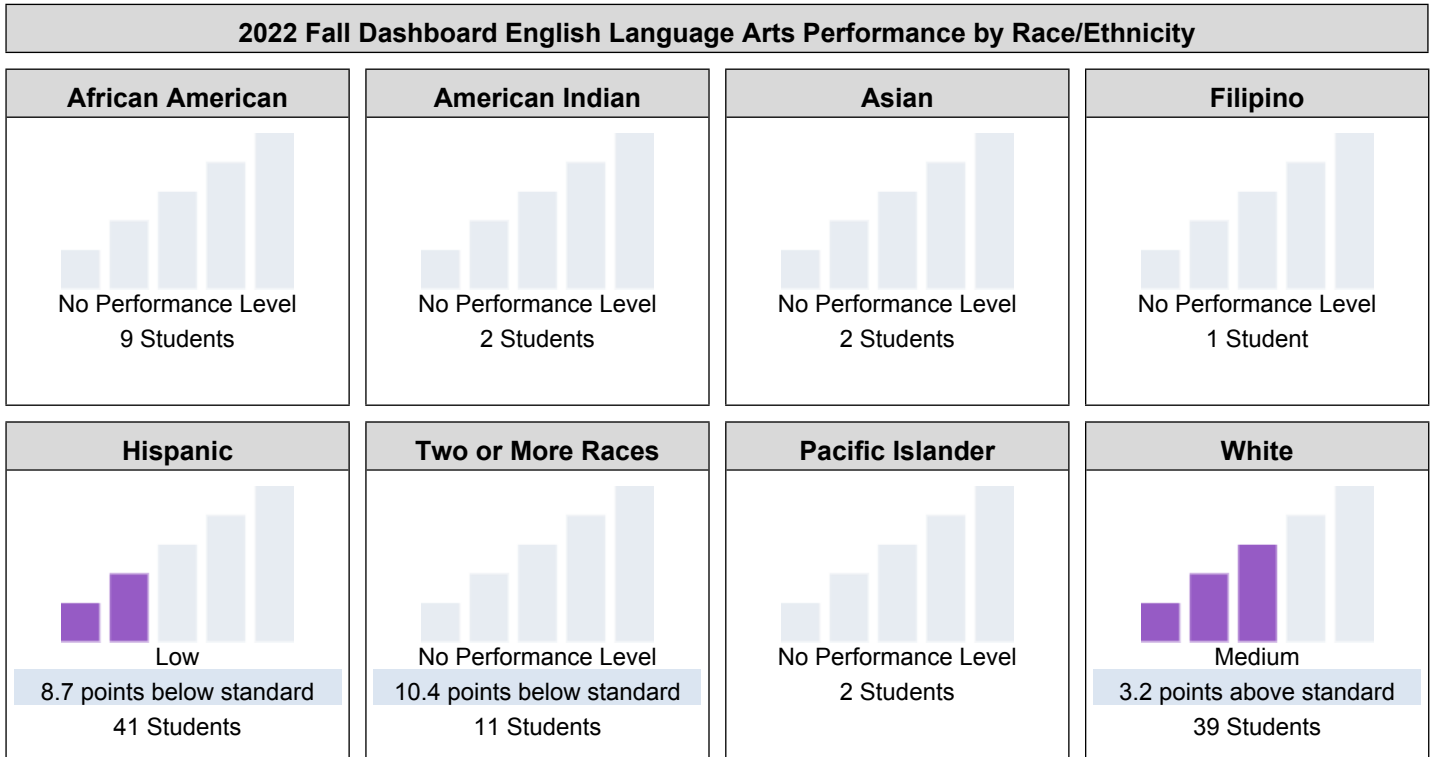


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>4 Students</p>	<p><b>Reclassified English Learners</b></p> <p>9 Students</p>	<p><b>English Only</b></p> <p>8.0 points below standard</p> <p>84 Students</p>

**Conclusions based on this data:**

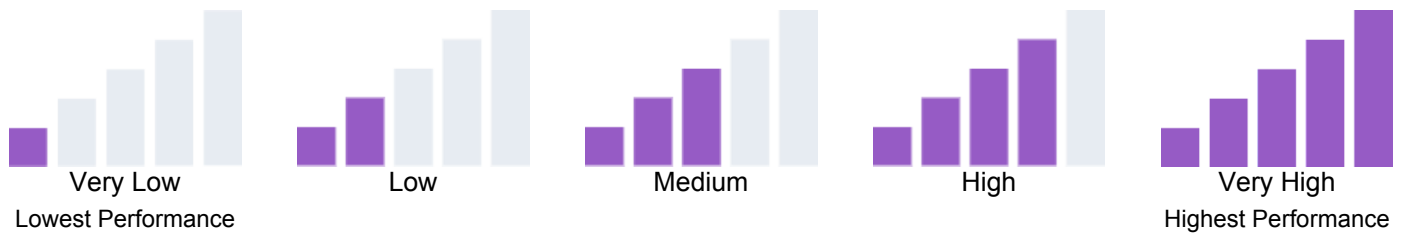
- English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and culture of test readiness school initiatives.
- Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This is an identified area of need that will be addressed through our K-8 Math and Reading Success (M.A.R.S.) intervention program.
- Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. This student group experienced a decline from the previous year and is an identified area of need that will be address through the IEP and SELPA targeted review process and with members of our special education department and with related service providers.

# School and Student Performance Data

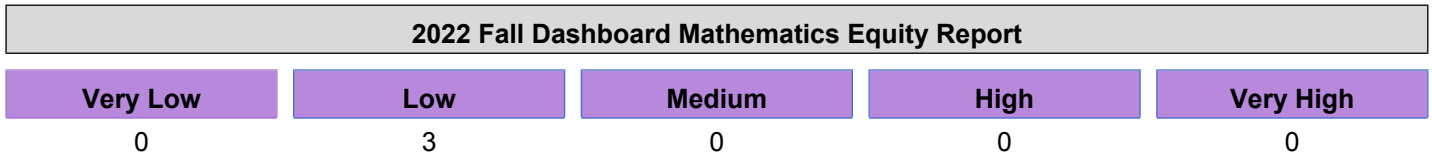
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

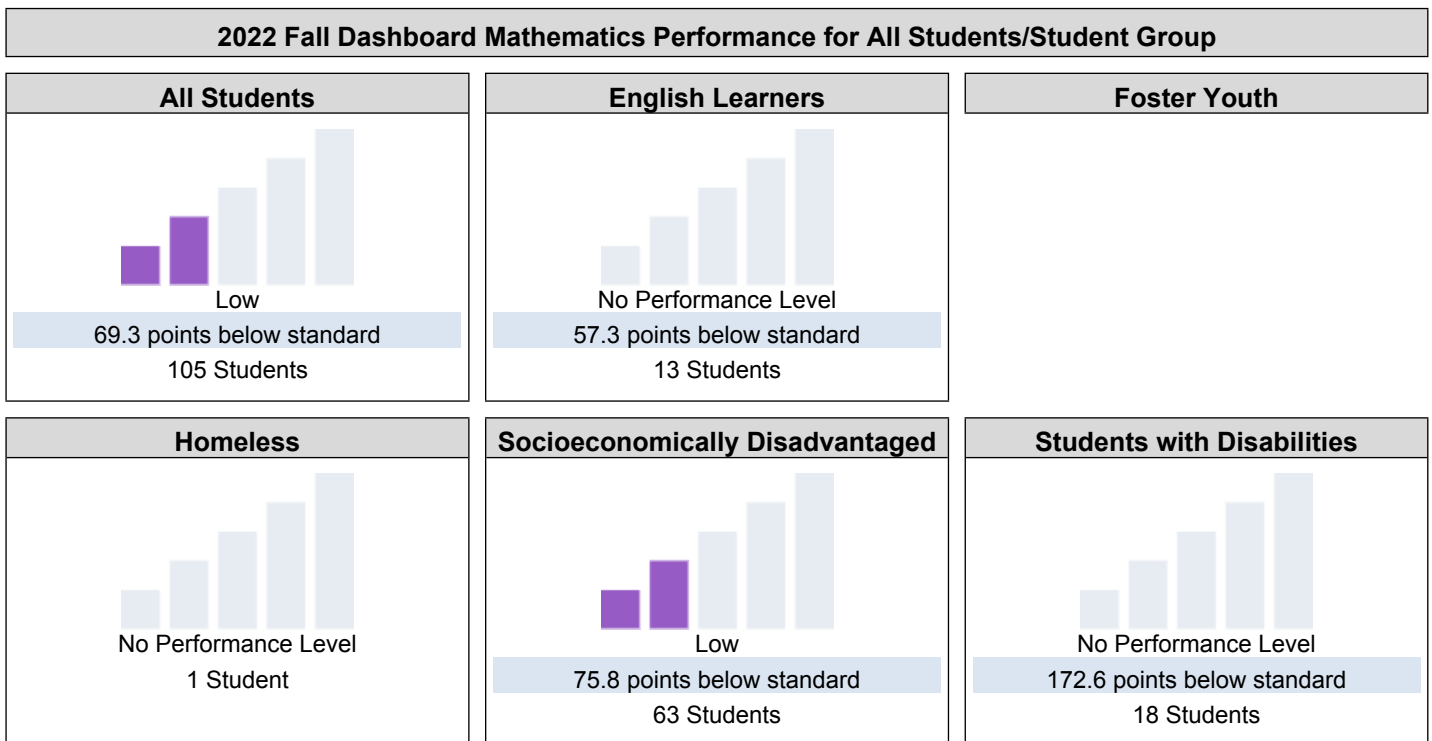
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



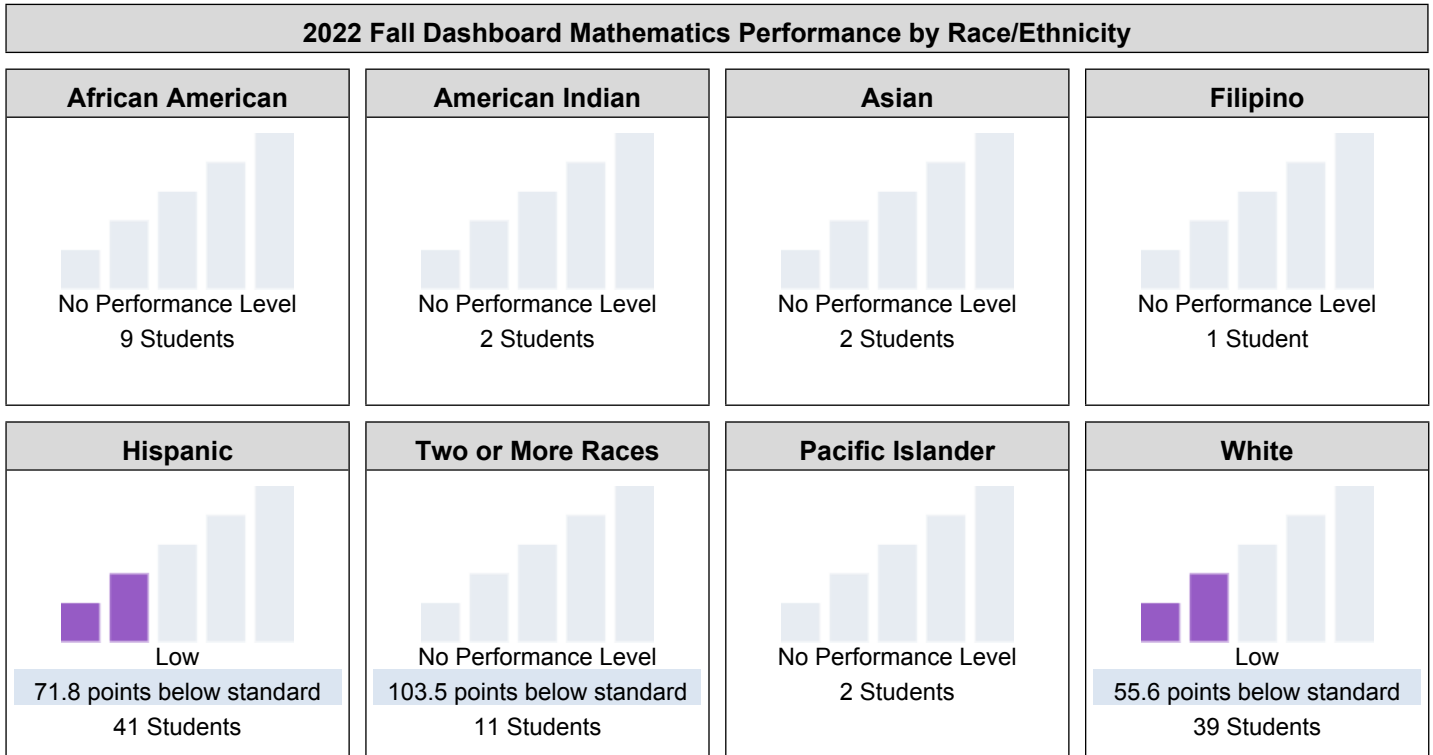
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.







This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>4 Students</p>	<p><b>Reclassified English Learners</b></p> <p>9 Students</p>	<p><b>English Only</b></p> <p>76.8 points below standard 84 Students</p>

**Conclusions based on this data:**

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
2. Socio economically disadvantaged students are performing below the standard at a rate higher than their grade level peers. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

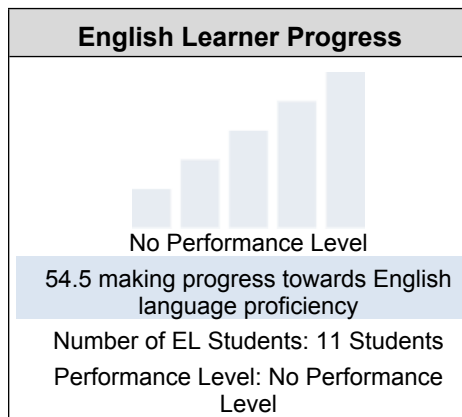
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.1%	36.4%	0.0%	54.5%

#### Conclusions based on this data:

- 54.5% of English Learners made progress towards English language proficiency.
- 9% of English Learners decreased one level towards English language proficiency. This will be addressed in the school's comprehensive ELD program and students will receive targeted support in the areas of listening, speaking, reading, and writing to ensure that all English Learners are making progress toward English language proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

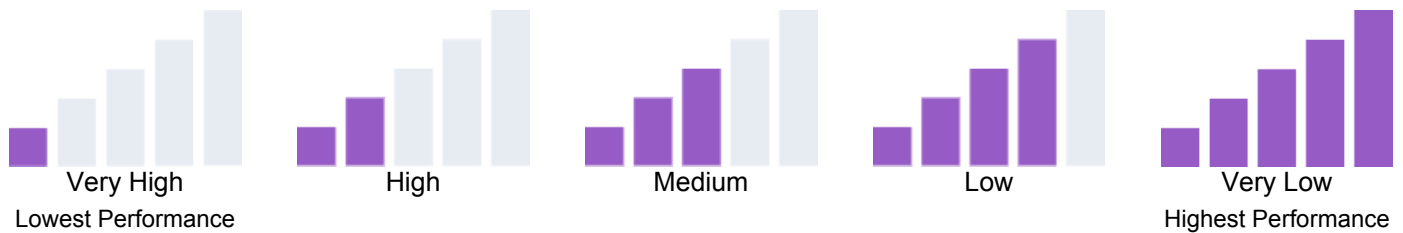
1. This is an identified area of need for growth. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 23-24SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

# School and Student Performance Data

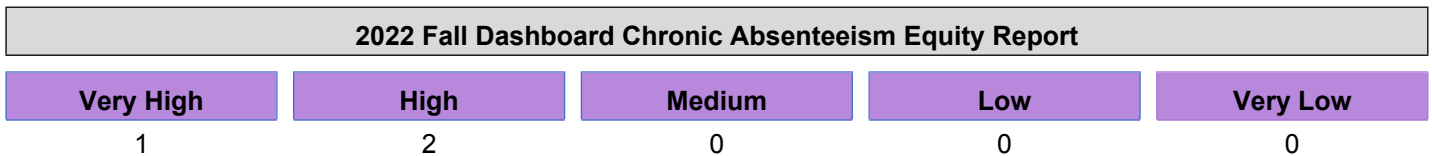
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

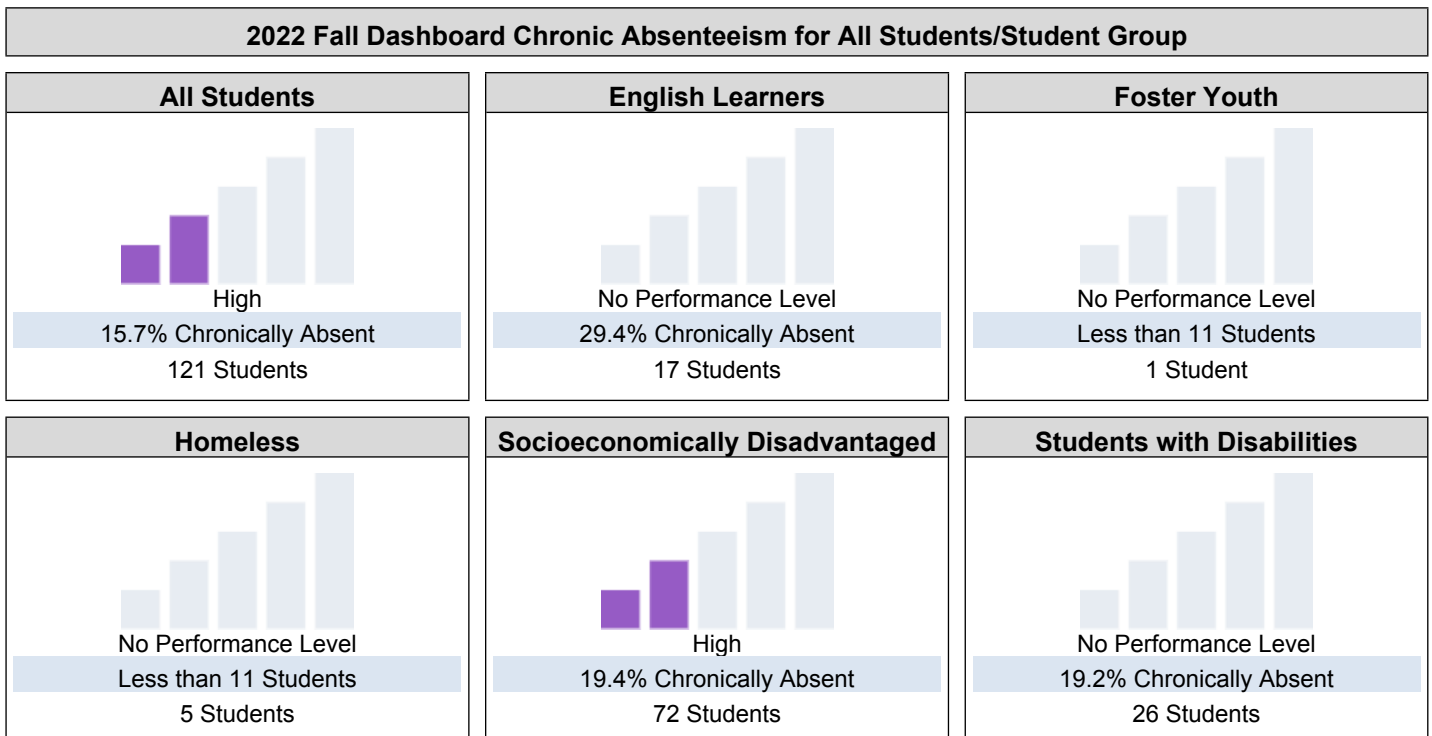
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



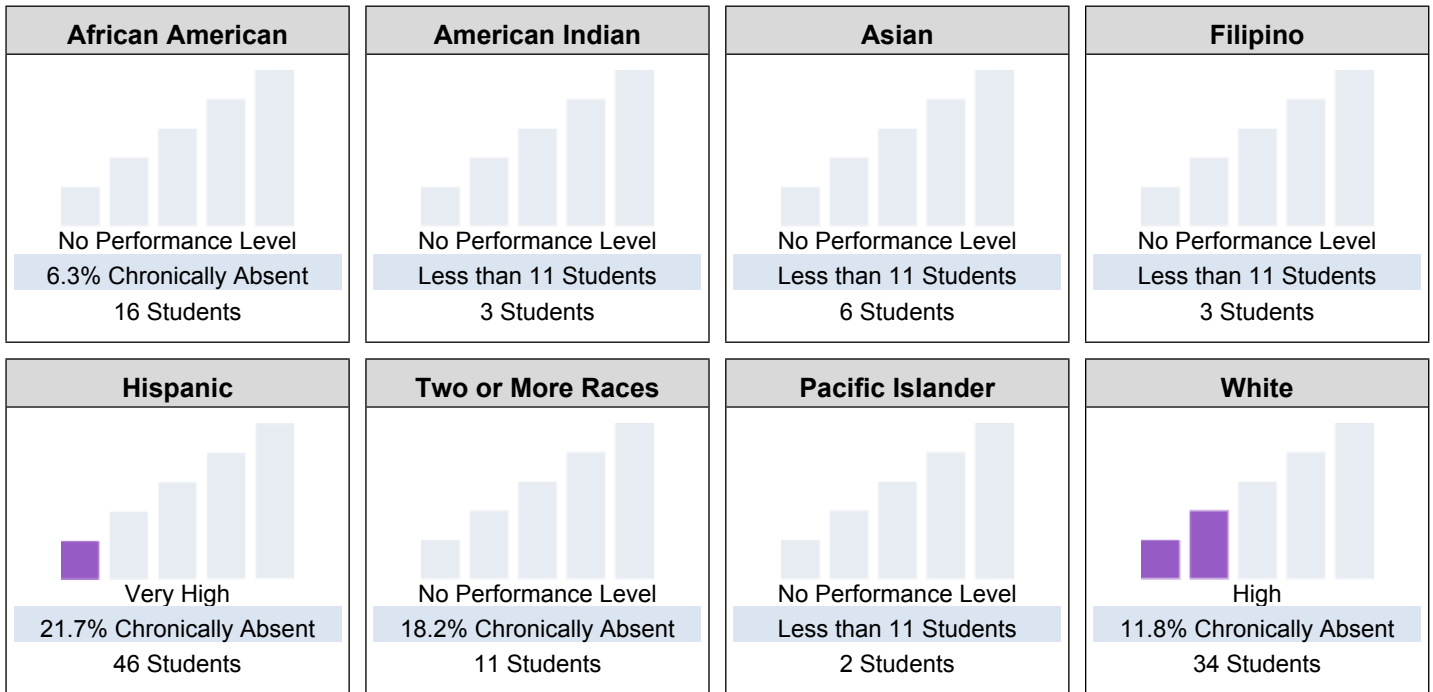
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



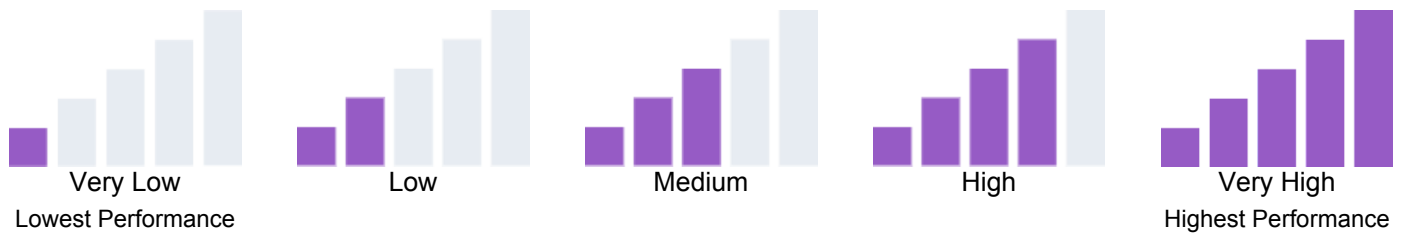
**Conclusions based on this data:**

1. CPC-SD anticipates that chronic absenteeism will be an identified area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area.
2. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

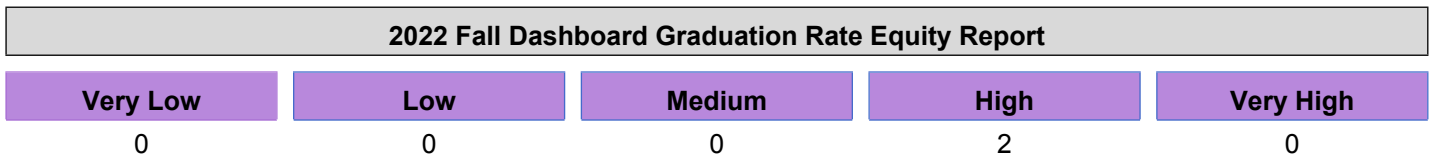
# School and Student Performance Data

## Academic Engagement Graduation Rate

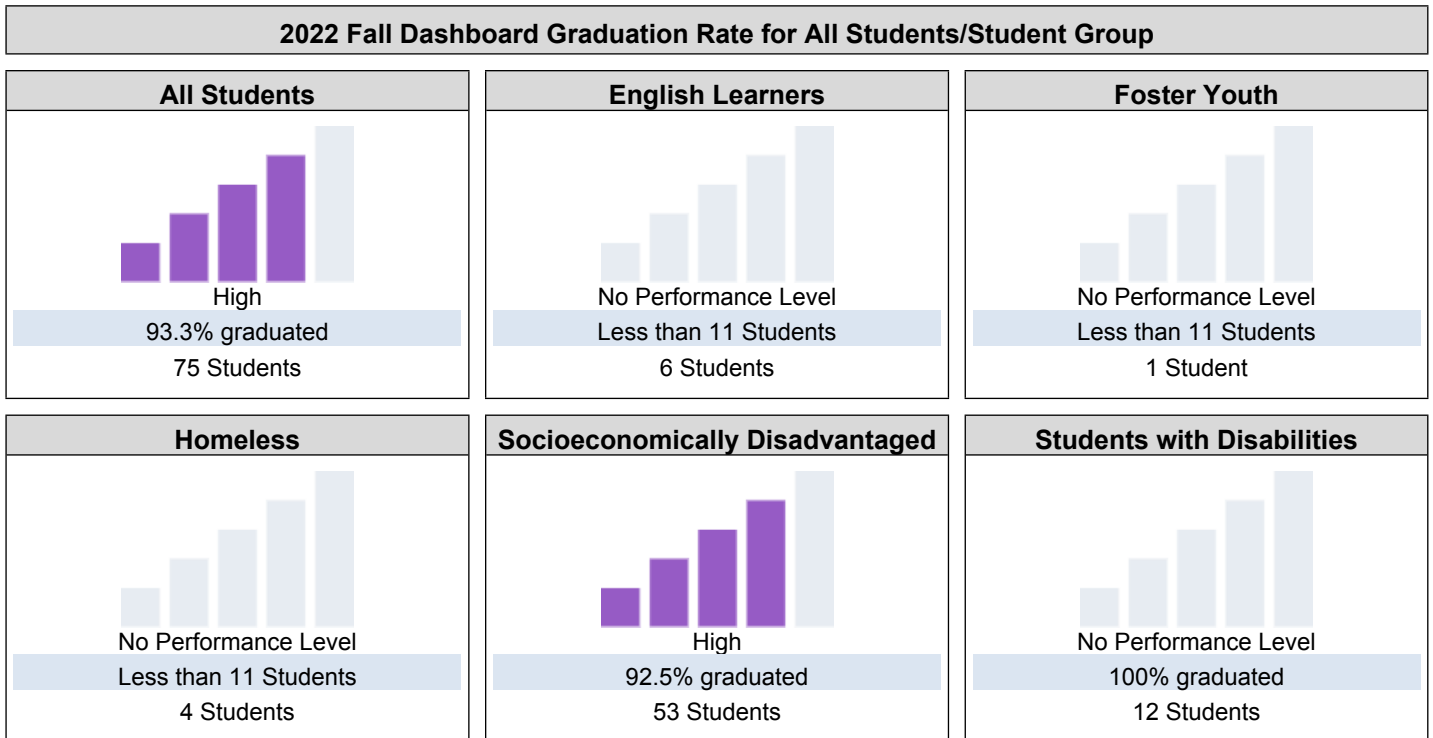
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

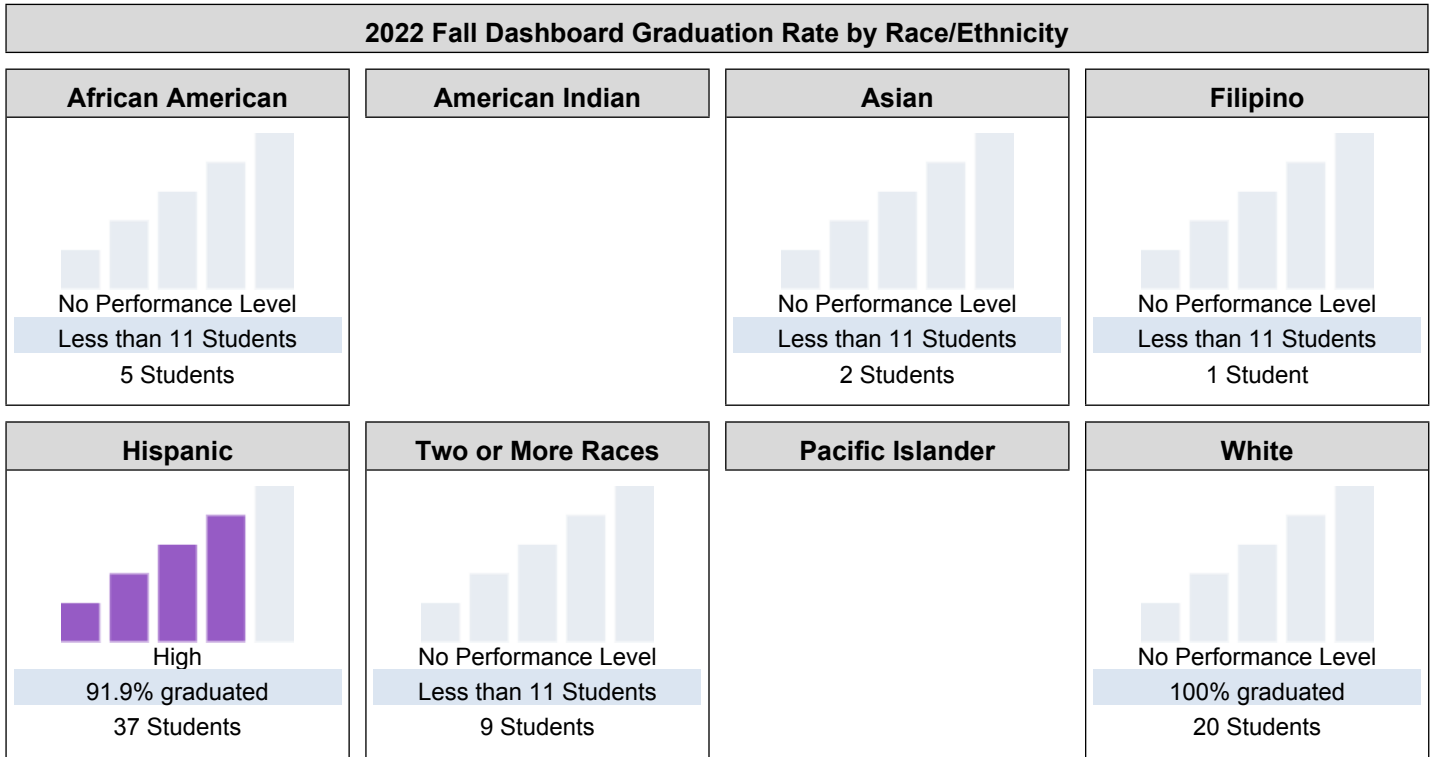


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**Conclusions based on this data:**

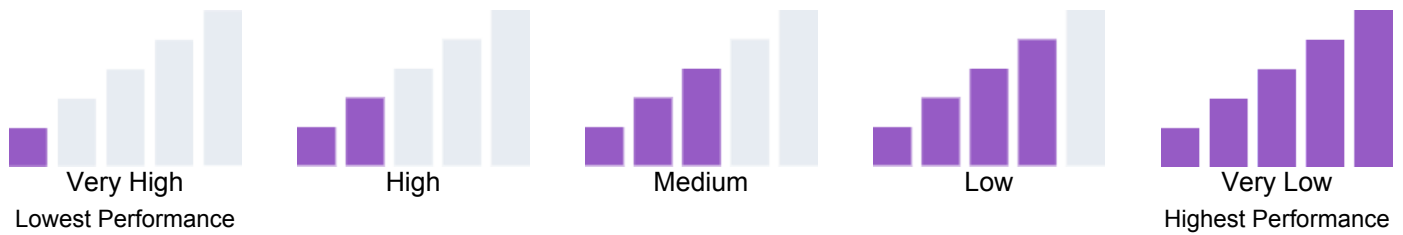
1. CPCS-SD has, for the last three years had a graduation rate above 90%. This has allowed for CPC-SD to exit CSI.
2. At promise socioeconomically disadvantaged youth are graduating at a lower rate compared to their grade level peers.
3. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to continue to support a high graduation rate.

# School and Student Performance Data

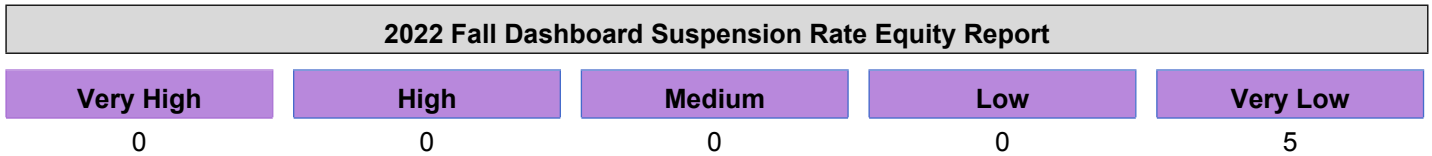
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

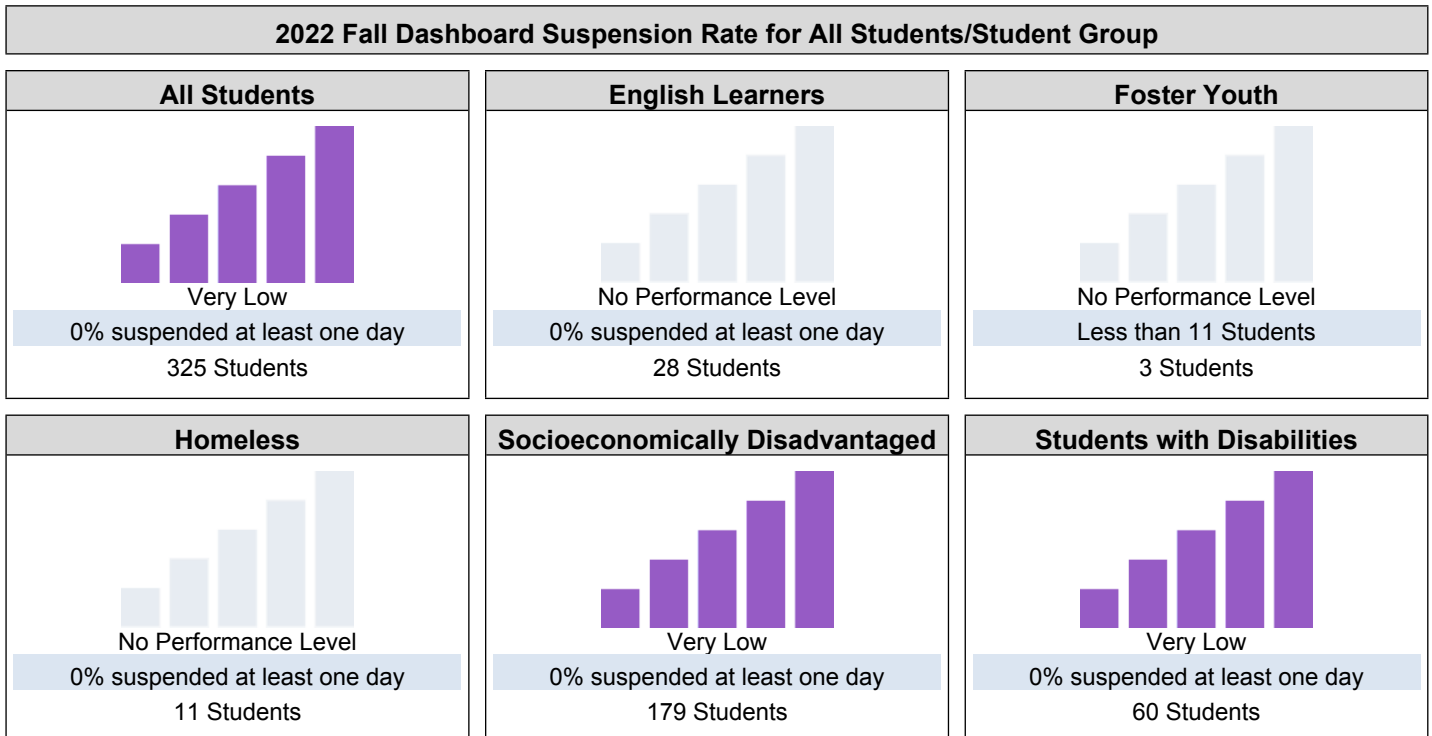
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

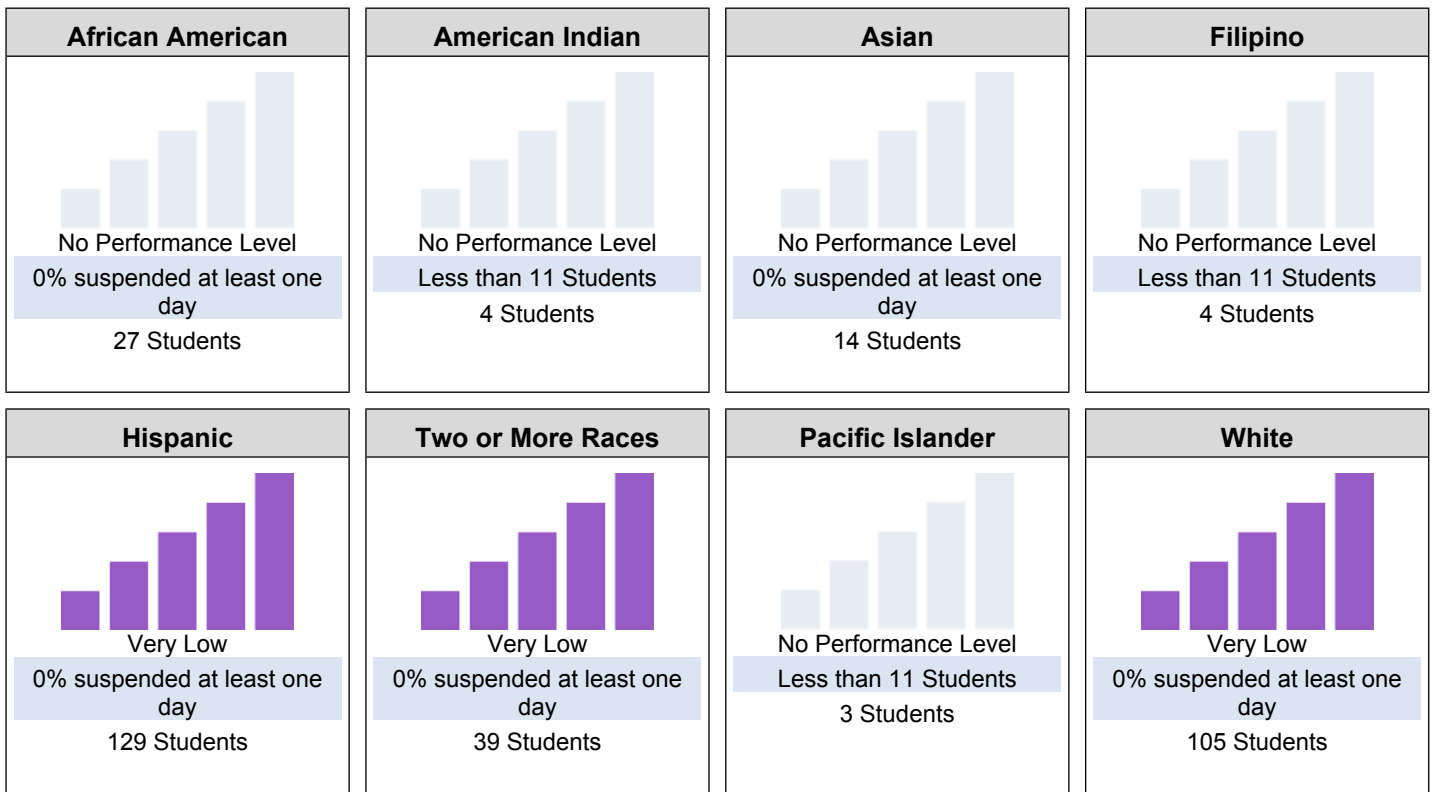


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. CPC-SD offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, and other unduplicated student groups and students with disabilities.

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is Edgenuity and Accelerate. The curriculum content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer- based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth.

## Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

## Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	35.07% of students Met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	20.9% of students met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.
Percent Participation in local diagnostic assessments	95% student participation	95% student participation
Growth Metrics on internal diagnostic assessments	A new baseline will be established with the implementation of Renaissance STAR.	TBD
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evidence based interventions:  
 (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.  
 MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS. Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.  
 LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.  
 LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.  
 LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.  
 LCP Action: K - 8 Intervention teacher to increase and improve student academic growth. Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.  
 eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive Diagnostic Model Approach, 2019.

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.  
 WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.  
 Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,240	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
4,507	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education- Data Science Dashboard and Analysis
50,917	Title I 1000-1999: Certificated Personnel Salaries (2) K-8 Intervention Teachers
6,693	Other 4000-4999: Books And Supplies Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
480	LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator
49,644	ESSER III 2000-2999: Classified Personnel Salaries Tutors

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The base curriculum used by CPCS is from Edgenuity and Accelerate. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their school issued device. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Renaissance STAR diagnostic assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who do not have access to connectivity are loaned a device (hotspot) and to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity. In order to provide academic support for students, CPCS-SD will run Virtual Learning Hubs daily. A lead tutor has been hired to run the Virtual Learning Hub.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,601	LCFF 4000-4999: Books And Supplies Curriculum (Grades 6-12)
22,800	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
15,707	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub
70,298	ESSER III 4000-4999: Books And Supplies Curriculum BrainPOP, and Edgenuity
17,520	Other 4000-4999: Books And Supplies Renaissance Learning & Boardworks (LREBG)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually and achieved a participation rate that exceeded 95%. Students at CPC-SD are not yet meeting expected performance outcomes on CAASPP in the areas of ELA and MATH. Renaissance STAR has been adopted and implemented for the 23-24 school year and administered in Fall of 2023. Because of the switch to the new local assessment that will be a more accurate predictor of performance in state assessments, the 23-24 data will serve as a baseline for local assessment. Completion rates for Middle school are increasing but will be an area of continued focus for growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 22-23 school year included proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. These interventions will be continued in the 23-24 school year. The school has adopted a new local assessment, switching from NWEA MAPS to Renaissance STAR and companion curriculum Freckle. The middle school program adopted Math Pathways and will be working on increasing engagement and academic performance for students in Middle School. CPC-SD has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's LCAP, and the ESSER III expenditure plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Promote High Attendance & Positive School Climate

## LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.  
 LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.  
 LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

## Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>).

## Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CalPac a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CalPac has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism increased by 5% from 21-22 to 22-23.	Decrease by at least 2% in the currently year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).  
 Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hire a HS engagement coordinator to assist with holding meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41,063	Other 1000-1999: Certificated Personnel Salaries Assistant Director of High School Engagement (LCFF/CTEIG)
42,088	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of K-8

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**



2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,500	ESSER III 4000-4999: Books And Supplies Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
24,472	LCFF 5800: Professional/Consulting Services And Operating Expenditures IT and Alpha Vision

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. CPS-SD has increased in chronic absenteeism. The goal for decreasing chronic absenteeism will be continued. An decrease of 2% is expected for the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 includes HS assistant director of engagement to support the attendance and engagement of HS students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Community Engagement

## LEA/LCAP Goal

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).  
 Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

## Goal 3

The school will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

## Identified Need

**Stability Rate: Mobility of Students (Grades 9-12)**  
 CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

**Student Social Emotional Support (All Students)**  
 Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

**Stakeholder Participation and Feedback**  
 CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC (when required) as a means of increasing family and community engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ ELAC	Established in 20-21 and hold meeetings for stakeholder feedback 4 times annually.	4 meetings held throughtout the school year annually

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	EL students reclassified at a rate of 36%, which is 10% higher than the state average.	Maintain or increase by 2% annually the percentage of students who reclassify as Fluent English proficient

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. CPCS is partnering with Care Solace to refer families for mental health and wrap around services that the school is not able to provide. Purpose Prep social and emotional learning curriculum was purchased to support social and emotional learning (SEL) of students.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
76,014	LCFF 1000-1999: Certificated Personnel Salaries School Counselors

45,433

Special Education  
1000-1999: Certificated Personnel Salaries  
School Psychologist

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).  
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)  
LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.  
LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.  
LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.  
LCP Action: ELD Coordinator to improve services and support for English Learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,344

LCFF  
5000-5999: Services And Other Operating Expenditures  
Parent Square- Stakeholder communication platform

5,033

ESSER III  
5000-5999: Services And Other Operating Expenditures

	K-8 and HS ELD Coordinators
2,432	LCFF 1000-1999: Certificated Personnel Salaries K-8 and HS ELD Coordinators
7,466	LCFF 4000-4999: Books And Supplies Zoom and Adobe online classroom subscriptions

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21 and an ELAC. SSC meetings serve as the school's Parent Advisory Committee and are held 4 times annually. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. The RFEP rate for ELs was higher than the state average. Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 has been updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Readiness and Graduation Rate

## LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)  
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.  
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.  
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.  
 LCP: Support students who are at risk of graduating with their 4 year cohort.

## Goal 4

Ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

## Identified Need

Increase College and Career Prepared students.  
 “Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.  
 Mobility of Students  
 At California Pacific Charter School's (CPCS) online school is often the choice for families to meet the needs of their students for a defined amount of time before returning back into the traditional local school system. As a result, due to rolling enrollment, CPCS has a continual influx of students throughout the school year. Additionally, having been unsuccessful in school elsewhere, the credit recovery high school program at CPCS Online results in the ongoing enrollment of students to make up credits. These students also withdraw at a higher rate than the average population, to return to their traditional school (after making up credits), due to continued attendance issues.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	93.3% graduation rate in the 2022-23 SY	Maintain graduation rate in the current SY.
Percentage of High School Students College/Career Prepared	N/A	Increase by 2% annually

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Maintain

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grade 12

**Strategy/Activity**

Through counselors, homeroom teachers, and a high school assistant director of engagement dedicated to the current 12th grade class, the school will track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time. Provide intensive, individualized support, “Preventing Dropout in Secondary Schools,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,007	LCFF 1000-1999: Certificated Personnel Salaries College and career counselor

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

**Strategy/Activity**

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,804	Other 1000-1999: Certificated Personnel Salaries Counselor (A-G Grant) (CTEIG)
37,910	Other 1000-1999: Certificated Personnel Salaries CTE teacher (CTEIG)
1,584	LCFF 4000-4999: Books And Supplies APEX Subscription for Advanced Placement Courses
1,195	Other 4000-4999: Books And Supplies CTE Kits and Pathful (CTEIG)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-SD increased their graduation rate, exceeding the goal. College and career readiness continues to be an area of need. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school assistant director supports the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-SD added the position of counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced



Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$73,692
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$703,752.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$50,917.00

Subtotal of additional federal funds included for this school: **\$50,917.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSER III	\$187,475.00
LCFF	\$267,502.00
Other	\$152,425.00
Special Education	\$45,433.00

Subtotal of state or local funds included for this school: **\$652,835.00**

Total of federal, state, and/or local funds for this school: **\$703,752.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
ESSER III	187,475.00
LCFF	267,502.00
Other	152,425.00
Special Education	45,433.00
Title I	50,917.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	372,148.00
2000-2999: Classified Personnel Salaries	65,351.00
4000-4999: Books And Supplies	220,657.00
5000-5999: Services And Other Operating Expenditures	16,617.00
5800: Professional/Consulting Services And Operating Expenditures	28,979.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSER III	49,644.00
4000-4999: Books And Supplies	ESSER III	132,798.00
5000-5999: Services And Other Operating Expenditures	ESSER III	5,033.00
1000-1999: Certificated Personnel Salaries	LCFF	159,021.00

2000-2999: Classified Personnel Salaries	LCFF	15,707.00
4000-4999: Books And Supplies	LCFF	62,451.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,344.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,979.00
1000-1999: Certificated Personnel Salaries	Other	116,777.00
4000-4999: Books And Supplies	Other	25,408.00
5000-5999: Services And Other Operating Expenditures	Other	10,240.00
1000-1999: Certificated Personnel Salaries	Special Education	45,433.00
1000-1999: Certificated Personnel Salaries	Title I	50,917.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	279,407.00
Goal 2	170,123.00
Goal 3	137,722.00
Goal 4	116,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Cara Luhring	Parent or Community Member
Jeff Johnston	Parent or Community Member
Jinnie Kim	Parent or Community Member
Melissa Batts	Secondary Student
Emilie Ausano	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2023.

Attested:



Principal, Ericka Zemmer on October 25 2023



SSC Chairperson, Alexis Morfin on October 25, 2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

### Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# 2023 School Plan for Student Achievement



California Pacific  
Charter Schools



# Background and Introduction

- Schools participating in programs funded through the state's consolidated application process will develop a School Plan for Student Achievement (SPSA).
- CPCS's development of the SPSA is a result of receiving Title I funding for the 23-24SY for all three schools, CPCS-SD, CPCS-LA, and CPCS-SO.
- The goal areas and corresponding action items established are based on a comprehensive needs assessment and align with the school's LCAP.
- The School Site Council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. All three schools have worked with their respective school site councils to develop a SPSA.





# Categorical Funding

→ Title I Funds

→ ESSER III Funds

→ Learning Recovery Block Grant  
A-G Access Grant

→ A-G Learning Loss Mitigation Grant

→ CTEIG

## **Title I funds:**

- Support two full-time intervention teachers and tutors offering personalized assistance to struggling students.
- Support English Learners with designated ELD curriculum.

## **ESSER III funds:**

- Chromebooks
- Summer school programs
- School psychologist interns who provide direct social emotional learning services to students.

## **The Learning Recovery Block Grant:**

- Renaissance Learning, Inc., which aids in identifying and addressing learning gaps and funds supplemental curriculum for learning acceleration.

## **The A-G Access Grant/A-G Learning Loss Mitigation Grant:**

- 50% salary and benefits for a counselor, who plays a crucial role in designing and implementing programs to mitigate learning loss.

## **CTEIG:**

- Two teachers
- 50% salary and benefits for a college and career counselor
- Educational platforms like Pathful and Edgenuity (CTE courses)



# Goal 1 Review

- **Local Assessment Data**
- **State Assessment Data**
- **English Learner Progress**
- **Course Completion Rates**



# Goal 1



**“ We will improve the academic achievement of ALL students, including English Learners, other unduplicated student groups, and students with disabilities through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress. ”**



## Area

- Academic Achievement



## Metrics

- % participation in local and state assessments (95% required for verifiable data)
- Growth metrics on local diagnostics Renaissance STAR (NEW!)
- Growth Metrics on CAASPP
- EL Progress
- Course completion rates



## Planned Activities

- Establish and hold 4 meetings yearly with a School Site Council (serves as Parent Advisory Committee).
- Stakeholder Surveys and 2 way communication/Parent Square
- Counselor and school psychologist support
- PD on trauma informed and equitable instruction
- Crisis Team
- **Purpose Prep Edgenuity Social Emotional Learning (SEL) curriculum**
- **Care Solace**
- **Parent University**



## GOAL 1 REVIEW

# Local Assessment Data



**A new baseline will be established with the implementation of Renaissance STAR.**





## GOAL 1 REVIEW

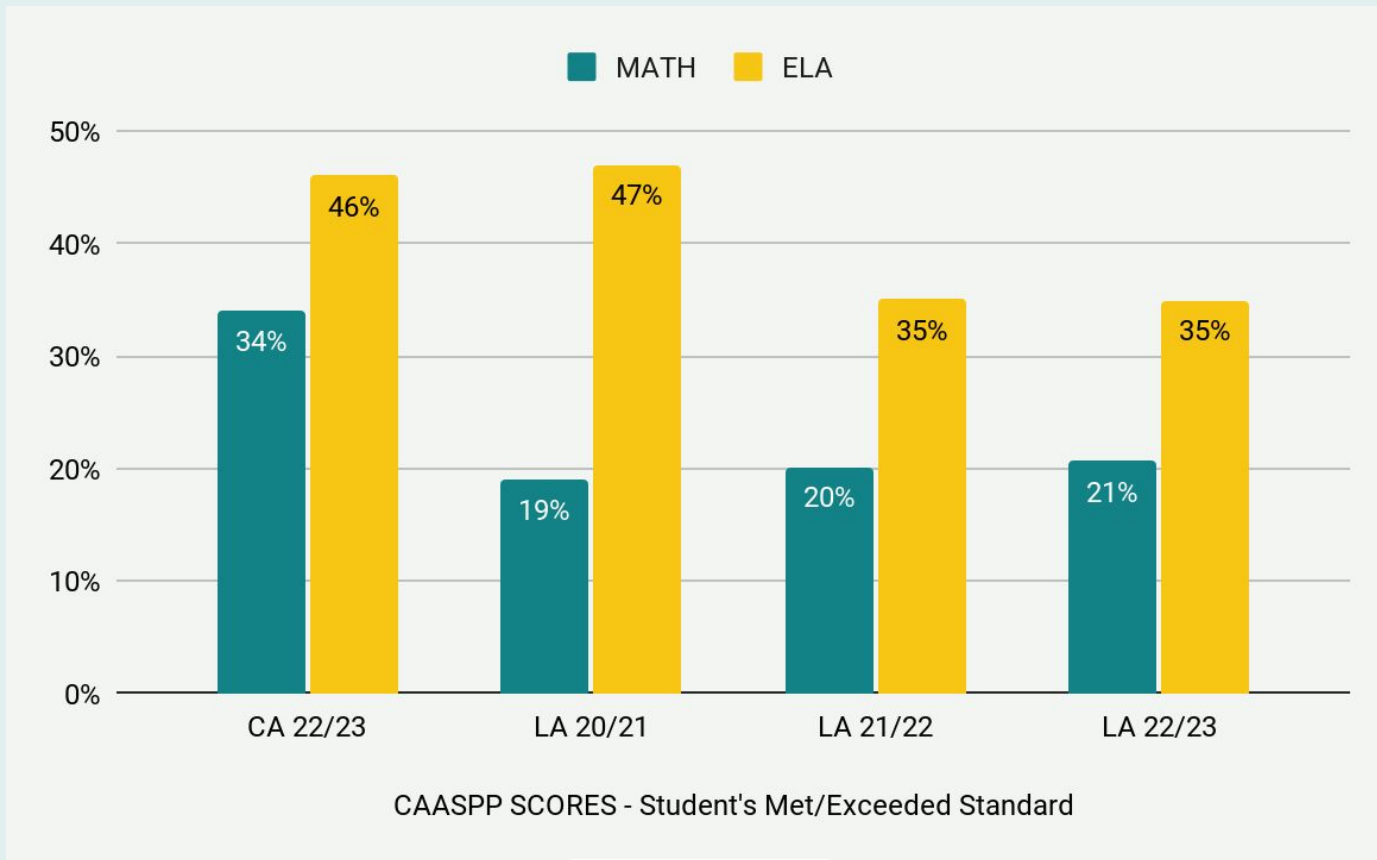
# State Assessment Data

CAASPP Data



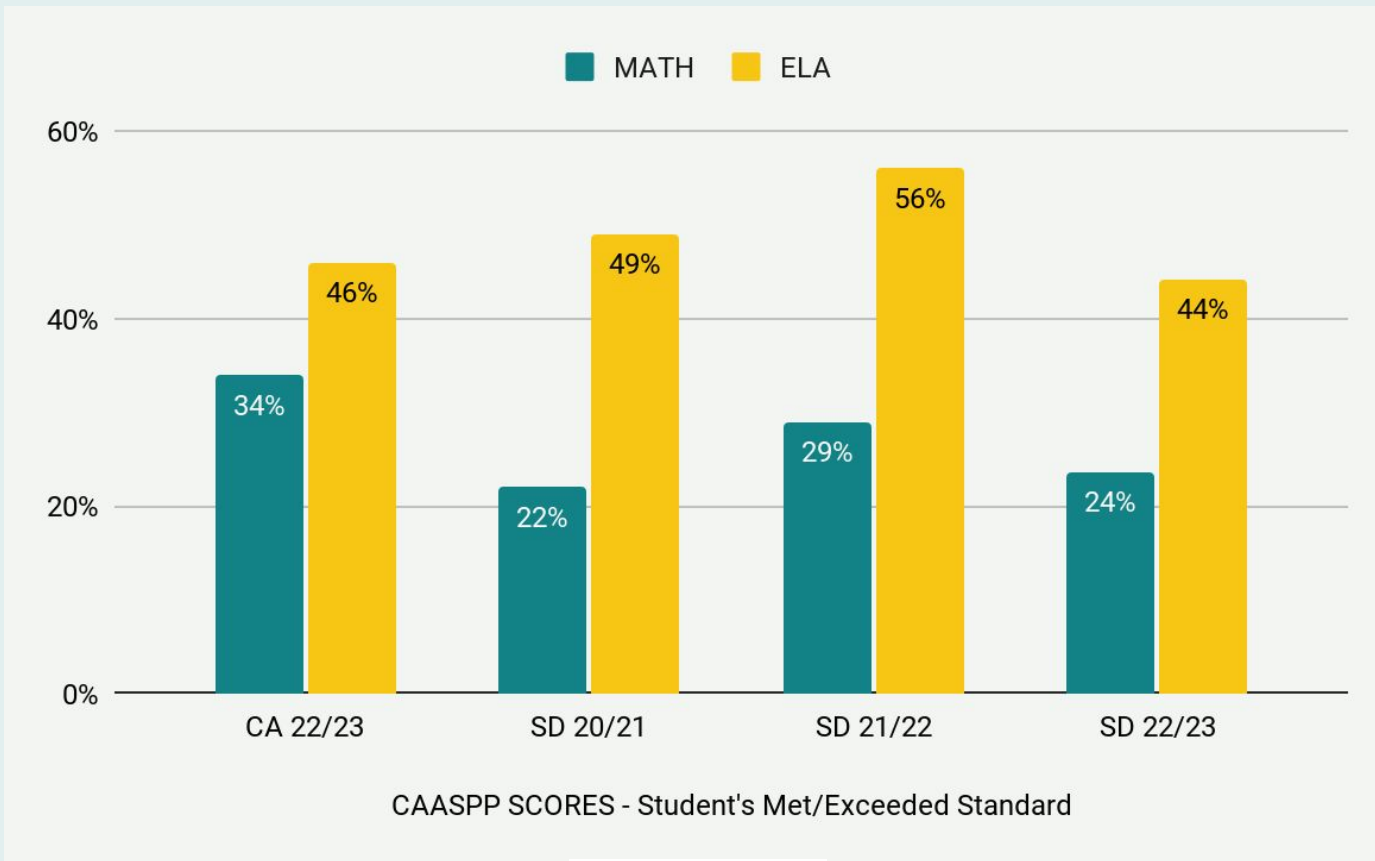


# CPCS LA Outcomes - CAASPP



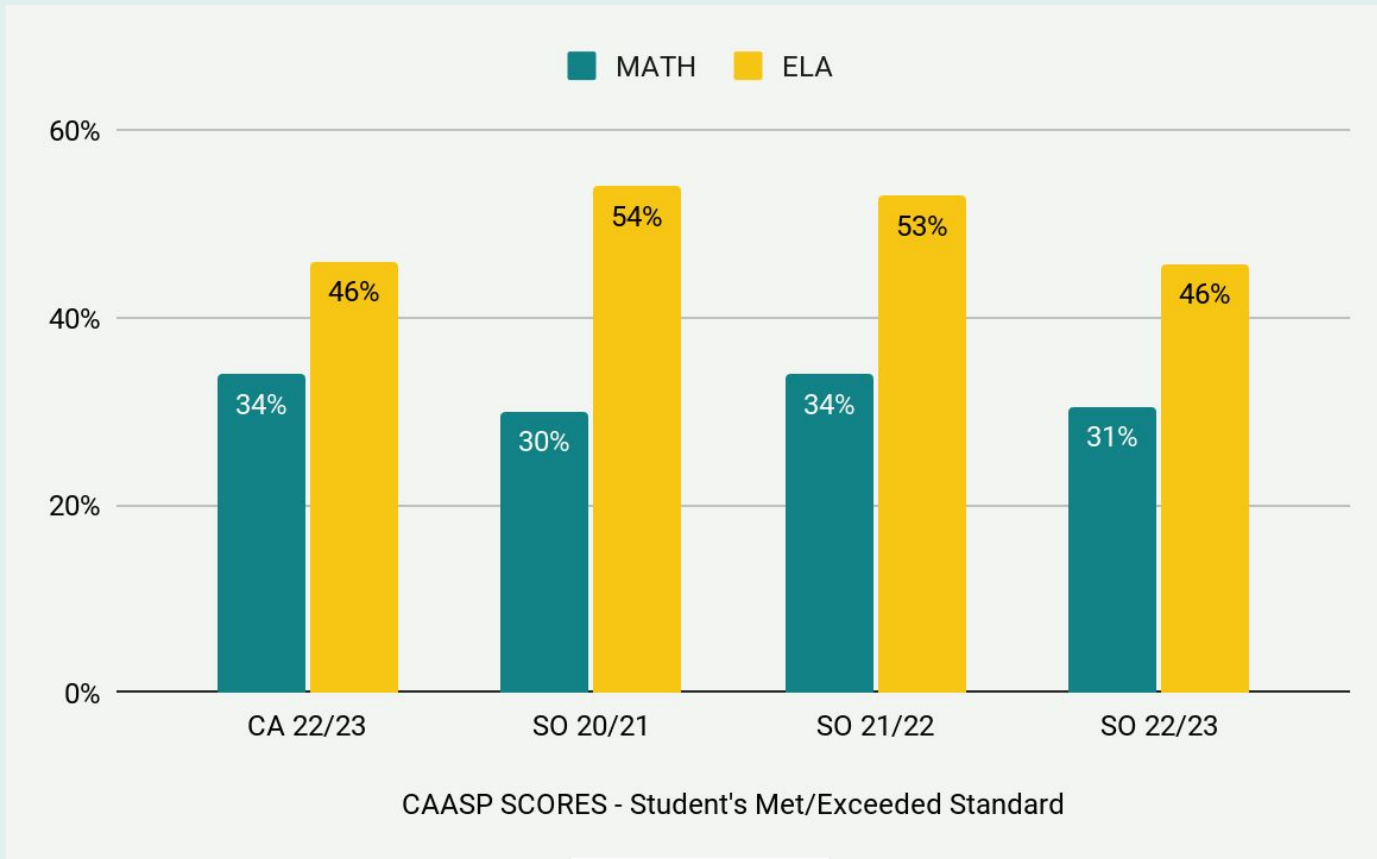


# CPCS SD Outcomes - CAASPP





# CPCS SO Outcomes - CAASPP





# CAASPP Reflections Cont.



- Growth in ELA for Los Angeles and Decline in San Diego and Sonoma from 2022 to 2023
- Small increase in Los Angeles and Decline in Math for San Diego and Sonoma schools from 2022 to 2023
- Student groups who have not yet met performance goals need more intervention and support

**Looking Ahead:** We are evaluating where it may be more appropriate for students to participate in the CAA, implementing local interim assessments and block assessments, and using a new local assessment (Renaissance STAR) and Freckle curriculum support program.

# CAASPP Reflections



**Analysis:** CalPac saw a post-pandemic exodus of students who returned to a brick and mortar environment. The schools received an influx of students who were impacted by the pandemic. Additionally, rolling enrollment gave the schools less opportunity to remediate skills since 25% of students were not enrolled for a full school year.



## GOAL 1 REVIEW

# English Learner Progress





# ELPAC 2022-23

Reporting Categories	State of California	CPC-SD	CPC-LA	CPC-SO
Level 4	16.50%	36.36%	15.38%	*
Level 3	33.77%	27.27%	46.15%	*
Level 2	29.40%	27.27%	23.08%	*
Level 1	20.33%	9.09%	15.38%	*

## 2021-22 ELPI (EL Progress)

**CPCS SD:** 54.5% of students are making progress towards language proficiency.

**CPCS LA:** 45.5% of students are making progress towards language proficiency.

**CPCS SO:** \* Less than 11 students - data not displayed for privacy \*

*In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students.*

- *2022-23 data will be released to the school on November 14, 2023.*





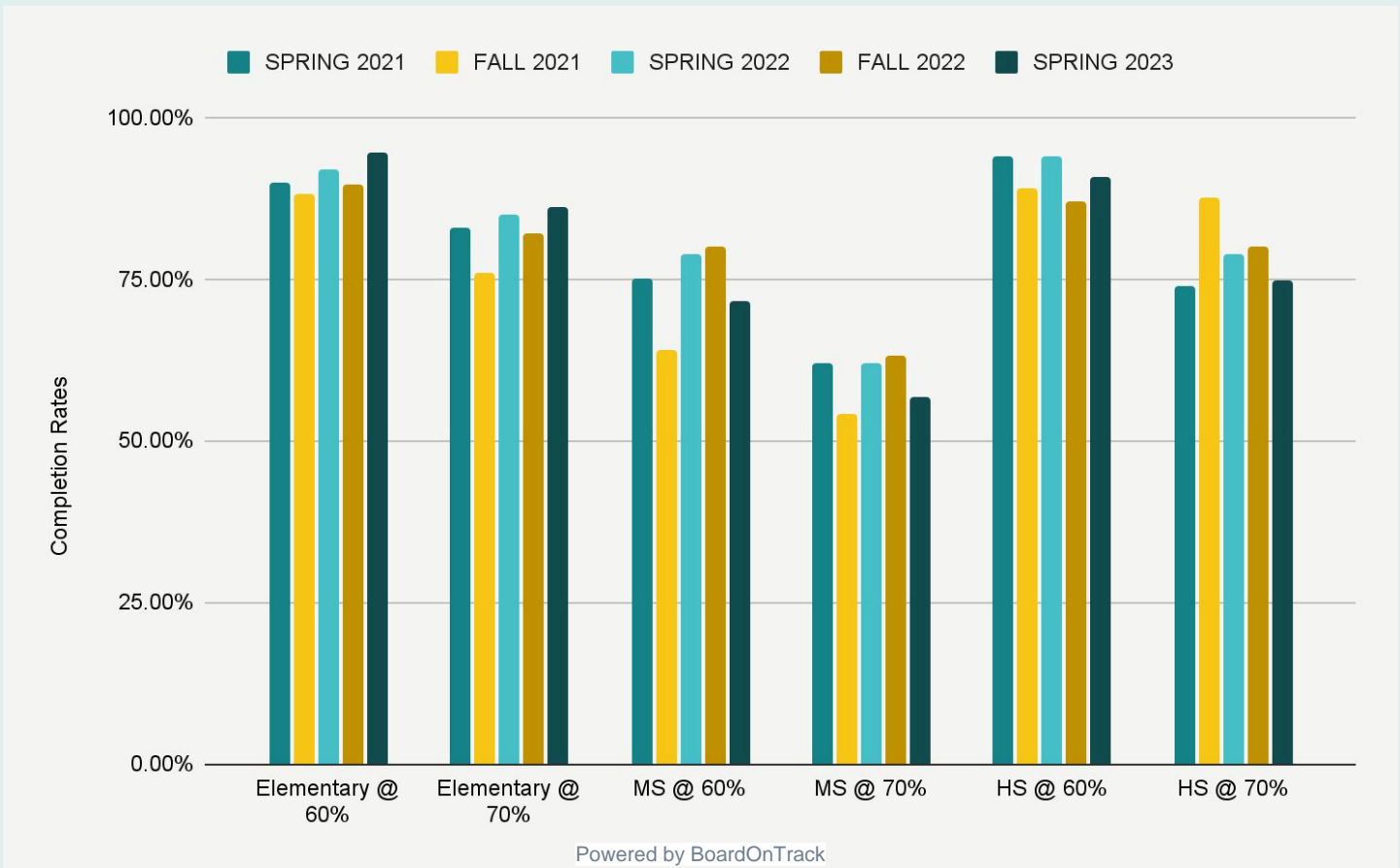
## GOAL 1 REVIEW

# S23 Completion Rates



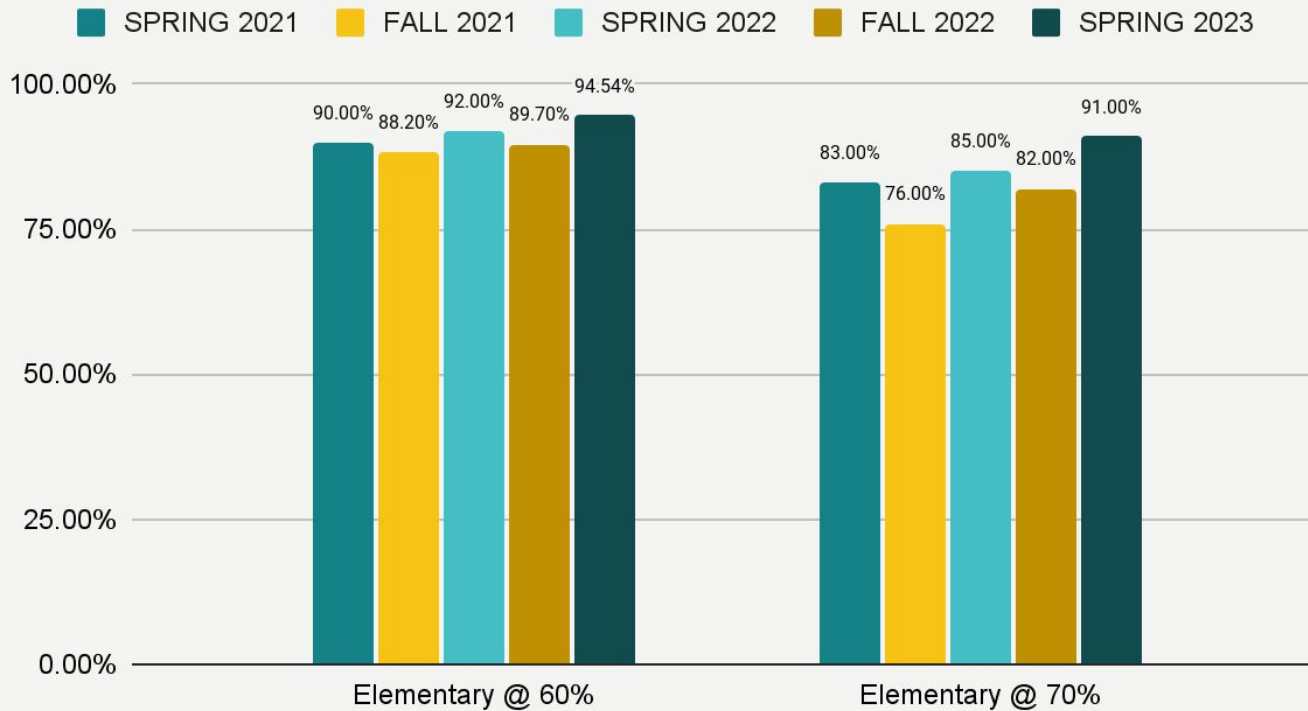


# Course Completion Rates





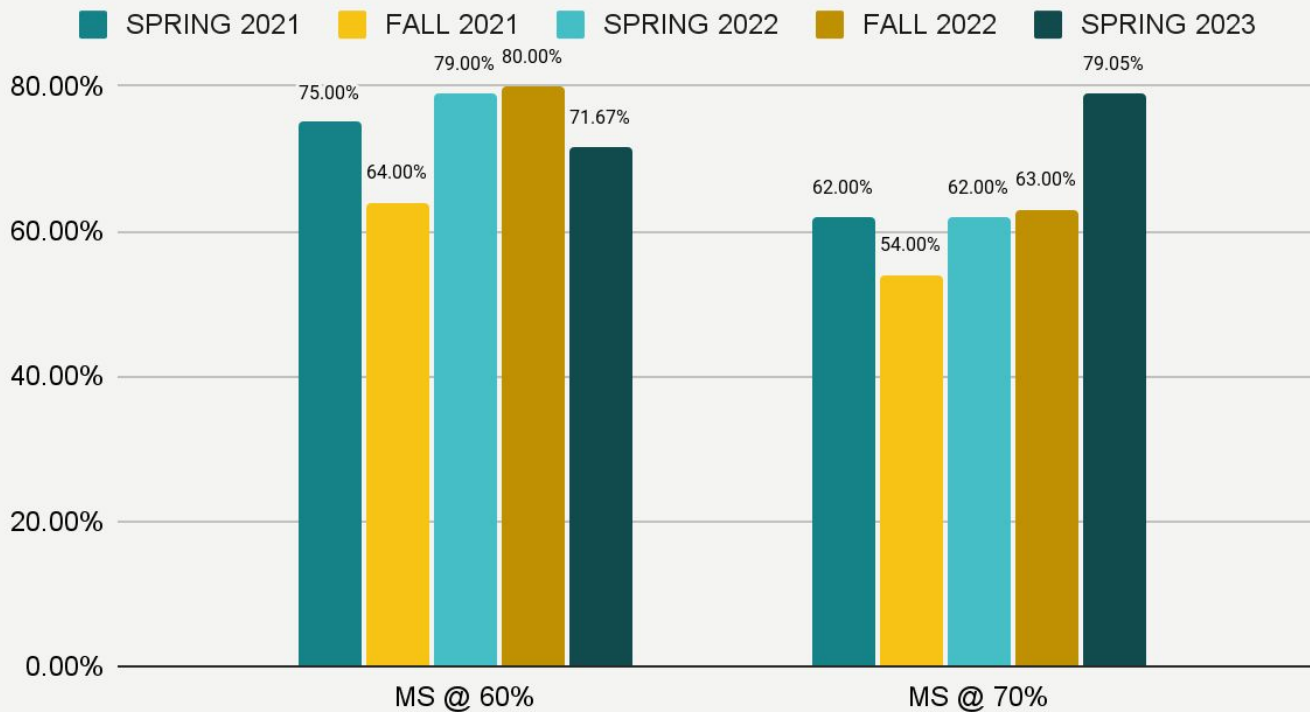
# Elementary Course Completion Rates



COMPLETION RATES



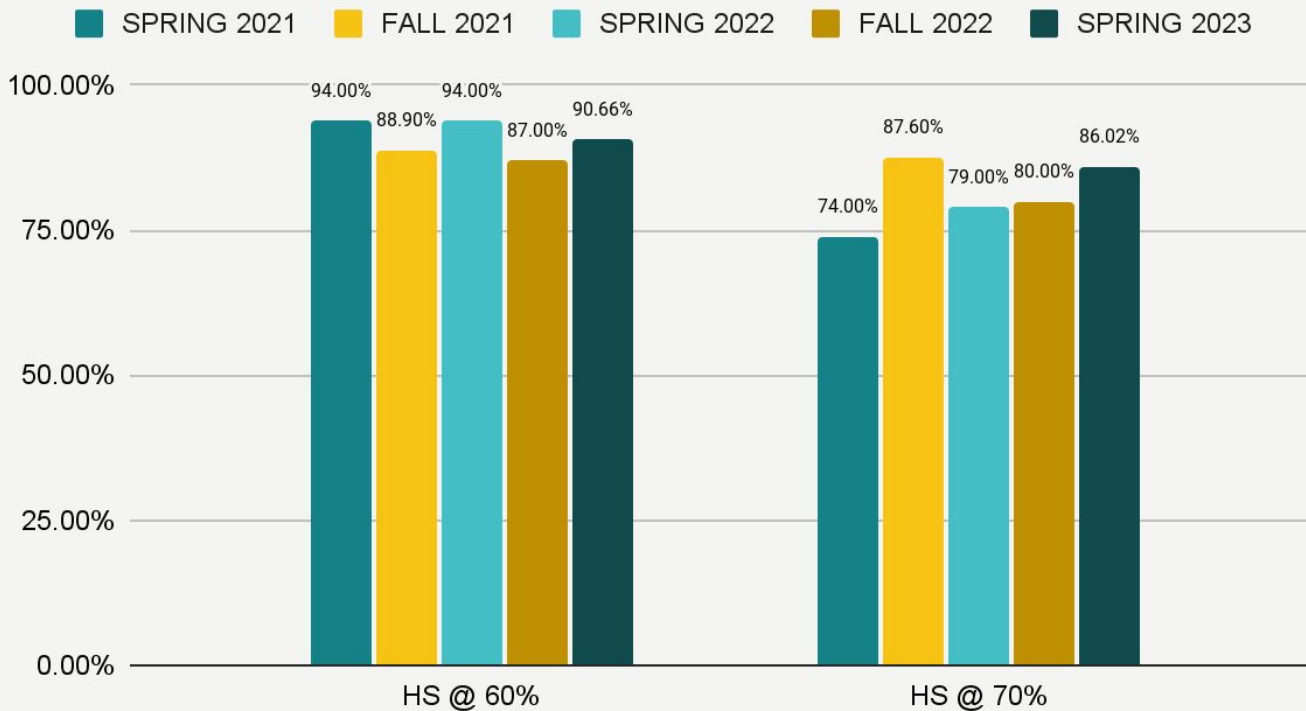
# Middle School Course Completion Rates



COMPLETION RATES



# High School Course Completion Rates



COMPLETION RATES



# Goal 2 Review



**Education Partner Perception Surveys**



**Chronic Absenteeism Rate**



**Suspensions and Expulsions**



**Stability Rate (NEW)**



# Goal 2



**“ We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure the success of ALL students including English Learners, other unduplicated student groups, and students with disabilities. ”**



## Area

- ADA (attendance) and positive school climate



## Metrics

- Education Partner Perception Surveys
- Chronic Absenteeism Rate
- Suspension and Expulsion
- Stability Rate (NEW)



## Planned Activities

- Close monitoring of student attendance through the attendance and adequate progress policies
- HR and counselor meetings
- Contracts
- Parent conferences to identify root causes
- Administrative meetings/Empathy Interviews/ Student Success Plans w/ SEL support
- Tiered Re-engagement strategies
- **Increased synchronous instructional opportunities**
- **AB130 Notifications**
- **Enterprise Chromebooks for all students**
- **Assistant Director of High School Engagement**
- **Lead tutor/ VLH**



## GOAL 2 REVIEW

# Education Partner Perception Surveys







# School Climate Survey



	<b>My teacher is available to me when I need help and supports me with my schoolwork</b>	<b>My teacher cares about my education and helps me succeed</b>	<b>My teacher helps me set goals to be successful in school</b>	<b>I feel safe to meet with my teacher and discuss my school work</b>	<b>If I have a problem, I know I have someone at school that I can talk to for support</b>
<b>CPCS SD - 135 student responses</b>	98.5%	99.3%	95.6%	97%	92.6%
<b>CPCS LA - 182 student responses</b>	97.8%	99.5%	98.8%	98.4%	95.1%
<b>CPCS SO - 74 student responses</b>	100%	98.6%	95.9%	95.9%	91.2%

**\*\* All three schools had a high ADA, exceeding SIB projections\*\***



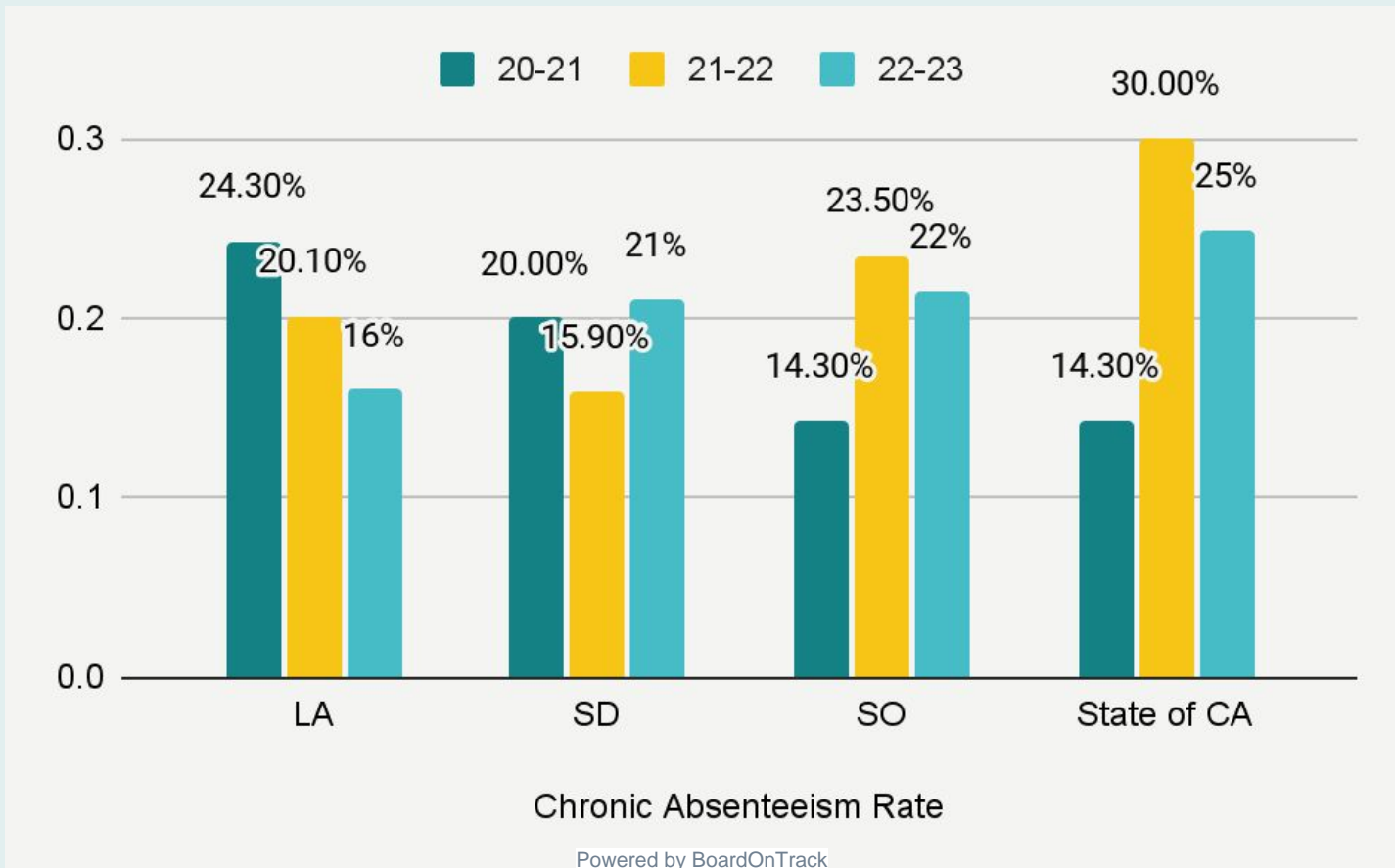
## GOAL 2 REVIEW

# Chronic Absenteeism Rate





# Chronic Absenteeism





## GOAL 2 REVIEW

# Suspension & Expulsion Rates





# Suspension & Expulsion Rates

**0%**

**Suspension  
Rate**

**0%**

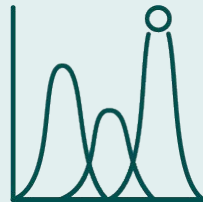
**Expulsion Rate**

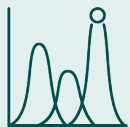




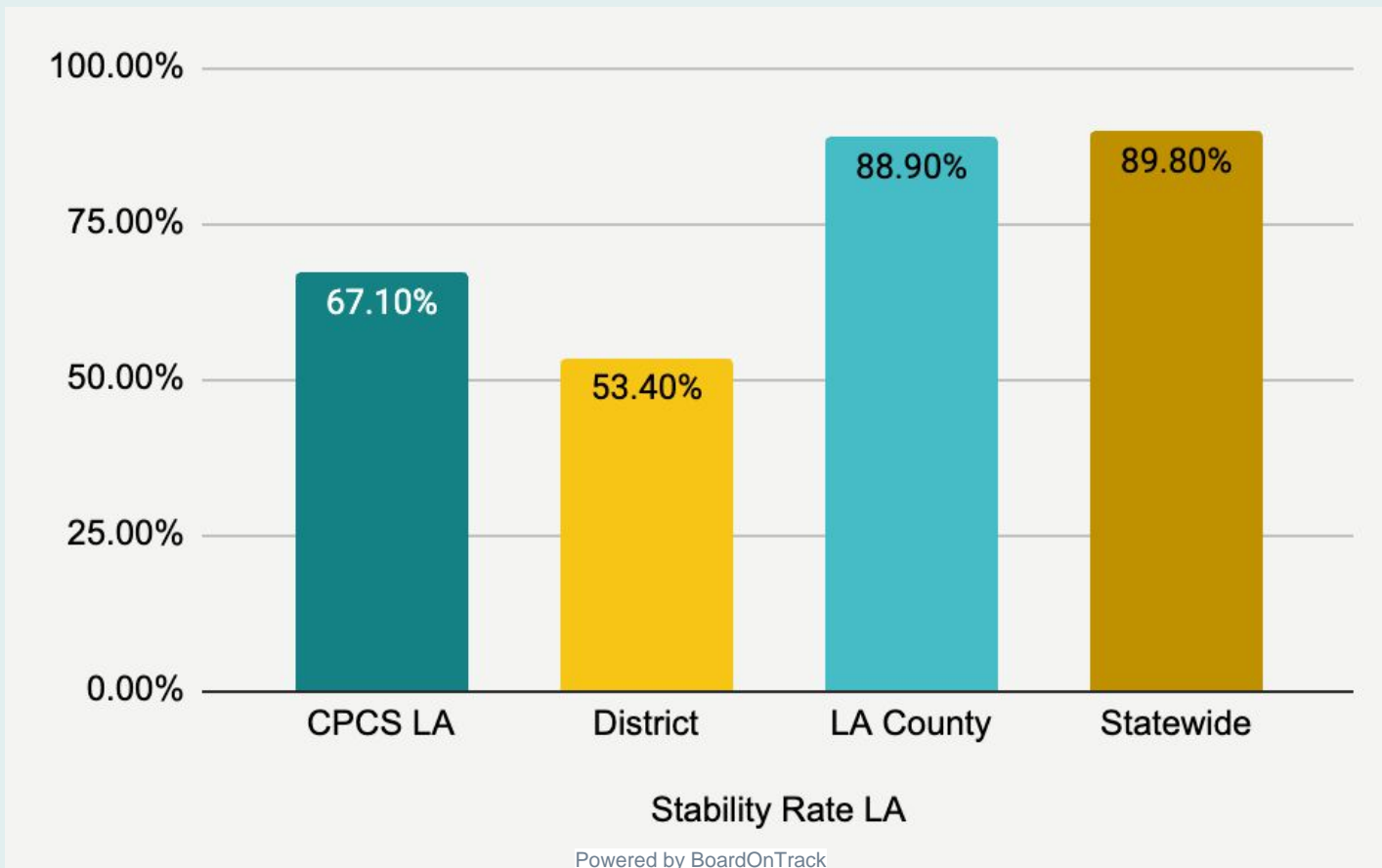
## GOAL 2 REVIEW

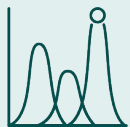
# Stability Rates



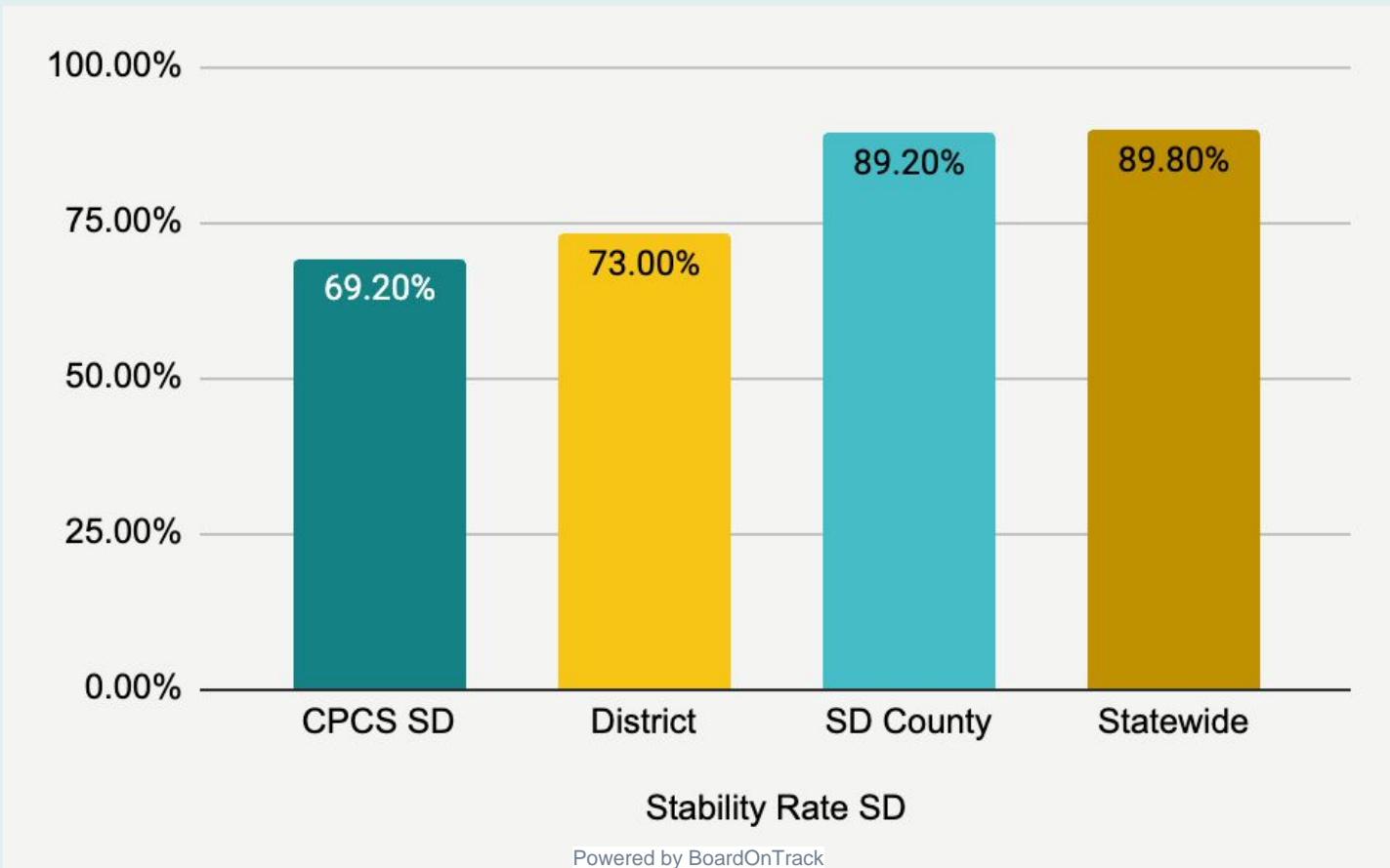


# 2021-22 Stability Rates CPCS LA

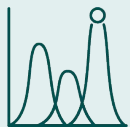




# 2021-22 Stability Rates CPCS SD







# 2021-22 Stability Rates CPCS SO





# Goal 3 Review

- **Education Partner Input**
- **Overall Satisfaction Rate**
- **School Safety Plan**



# Goal 3



**“ We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels. ”**



## **Area**

- Family Engagement



## **Metrics**

- Education Partner Surveys
- School Site Council (opportunities for input)



## **Planned Activities**

- Establish and hold 4 meetings yearly with a School Site Council (serves as Parent Advisory Committee).
- Stakeholder Surveys and 2 way communication/Parent Square
- Counselor and school psychologist support
- PD on trauma informed and equitable instruction
- Crisis Team
- **Purpose Prep Edgenuity Social Emotional Learning (SEL) curriculum**
- **Care Solace**
- **Parent University**



## GOAL 3 REVIEW

# Education Partner Input

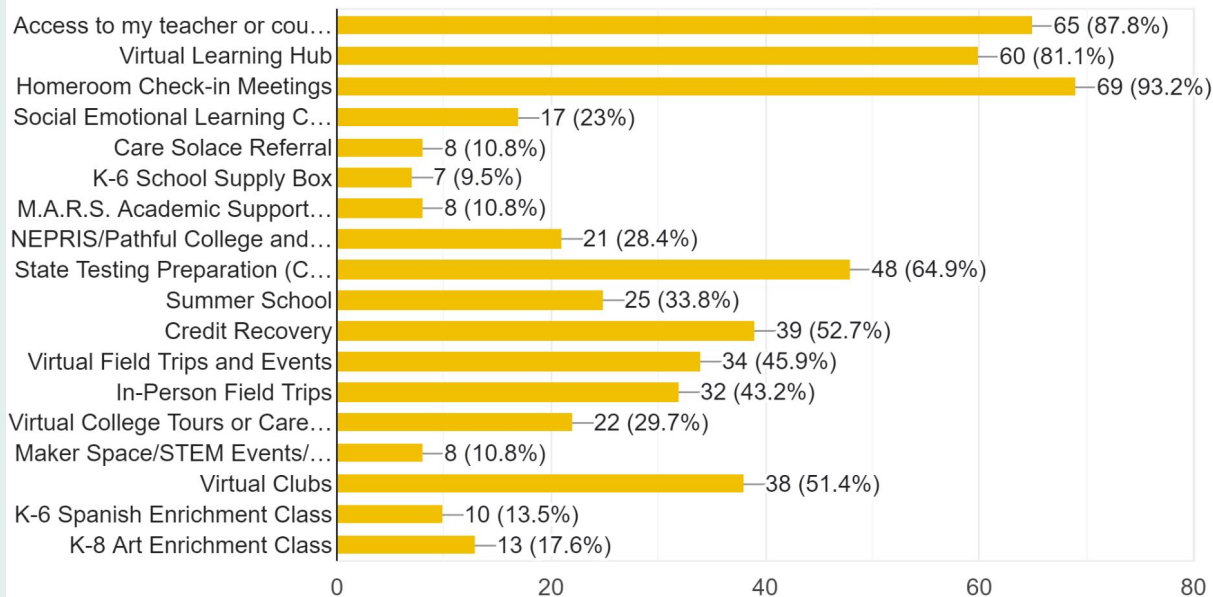




# Education Partner Input (Students)

My school provides me with supplemental learning/additional support for my academic or developmental needs (check all that apply)

74 responses



→ **SD - 135 responses**

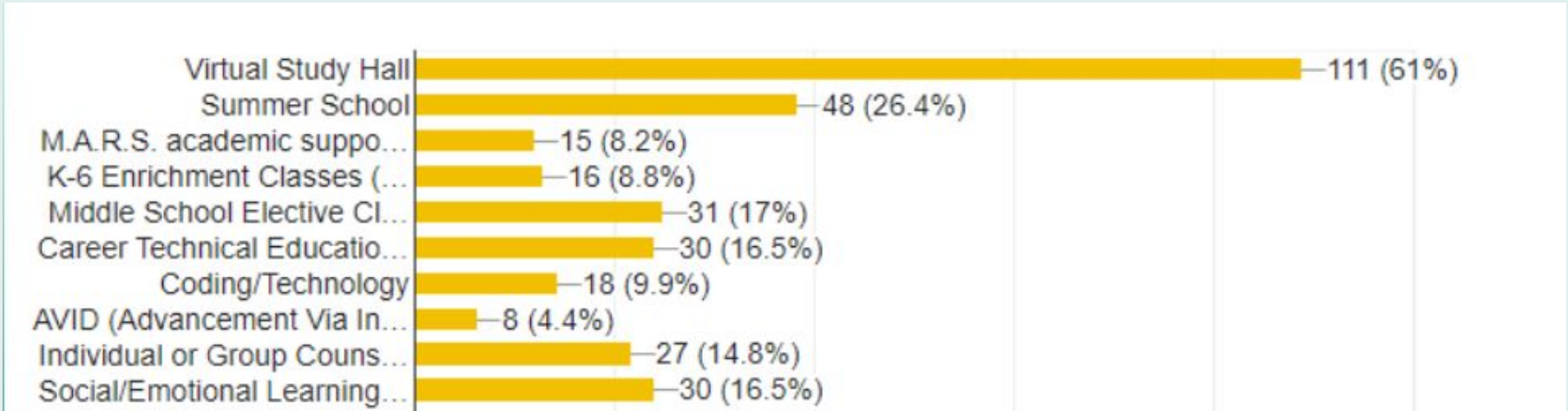
→ **LA - 182 parent responses**

→ **SO - 74 parent responses**



# Education Partner Input (Students)

→ Which initiatives or programs were enjoyable/helpful to you:

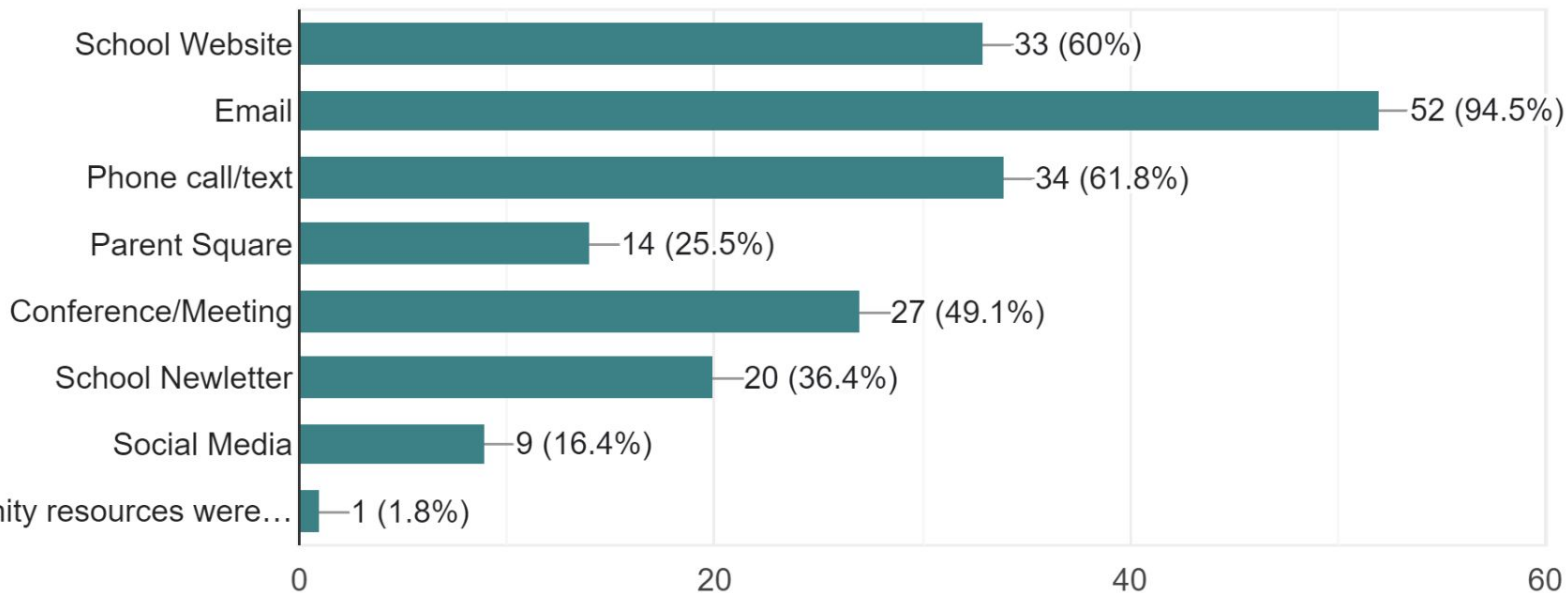




# Education Partner Input (Parents)

→ **My school communicates community resources that are available to me and my family via the following:**

55 responses

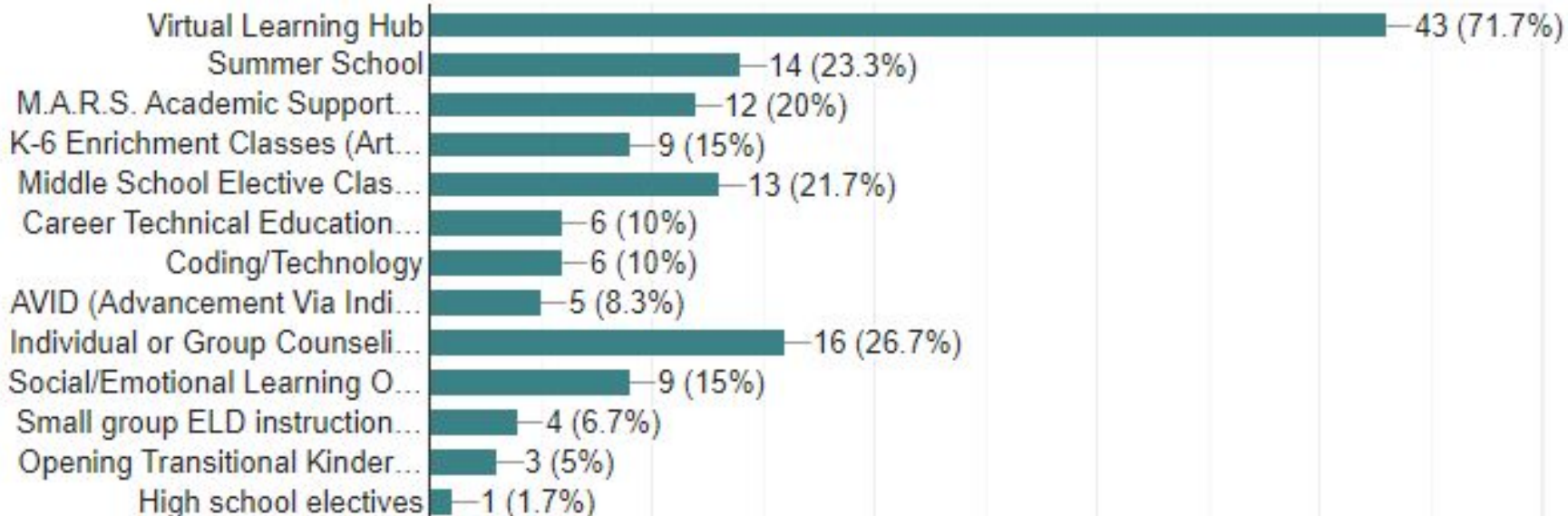




# Education Partner Input (Parents)

→ **Our school is interested in improving the student experience at CalPac. Which of the following initiatives or programs did your child enjoy or find helpful this school year:**

60 responses







## GOAL 3 REVIEW

# Overall Satisfaction



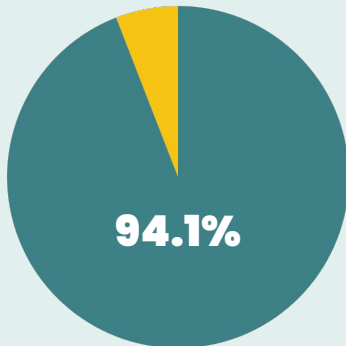


# Overall Satisfaction Rates

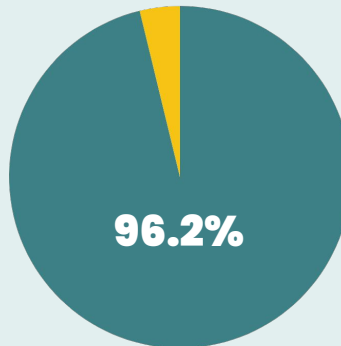


**Students:**

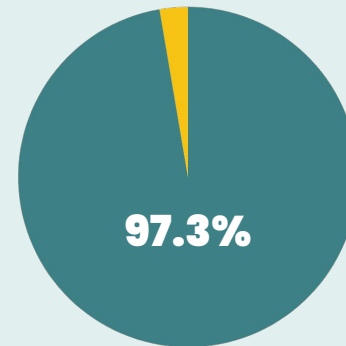
**CPCS SD**



**CPCS LA**

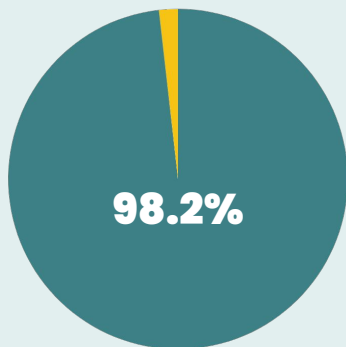


**CPCS SO**



**Parents:**

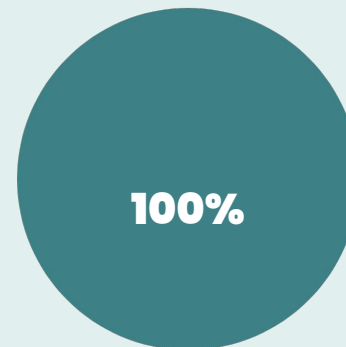
**CPCS SD**



**CPCS LA**



**CPCS SO**





# Goal 4 Review

- **Graduation Rates**
- **Drop Out Rates (NEW)**
- **College & Career Readiness Indicators**



# Goal 4



**// We will ensure that ALL students, including English Learners, other unduplicated student groups, and students with disabilities are on-track to graduate from high school and have access to College and Career Technical Education. //**



## Area

- College and Career Readiness and Graduation Rate



## Metrics

- Graduation Rate
- % high school students college & career prepared
- Drop Out Rate (NEW)



## Planned Activities

- Counselor assignment and meetings
- Adequate Progress meetings/contracts
- Advanced Placement course offerings and Dual Enrollment opportunities
- College and Career Pathways and opportunities/NEPRIS
- Dedicated 12th grade counselor and (2) 12th grade HR teachers
- 9th grade intervention teacher/AVID
- Math Placement Policy and procedures
- Grad Rate PLC Committee, CCI PLC Committee
- **Schoolwide Grad tracker at every grade level (9-12)**
- **Assistant Director HS Engagement**
- **Increase CTE Pathways and CTE elective options**
- **NEW Charter Revisions to include a 160 diploma pathways for severely credit deficient 12th grade students (120 credits or less entering 12th grade)**
- **NEW position: intake counselor to support high school student 4 year plan development**
- **NEW Plan Your Path, Pick Your Plus initiative to support A-G completion and meet CCI indicators**



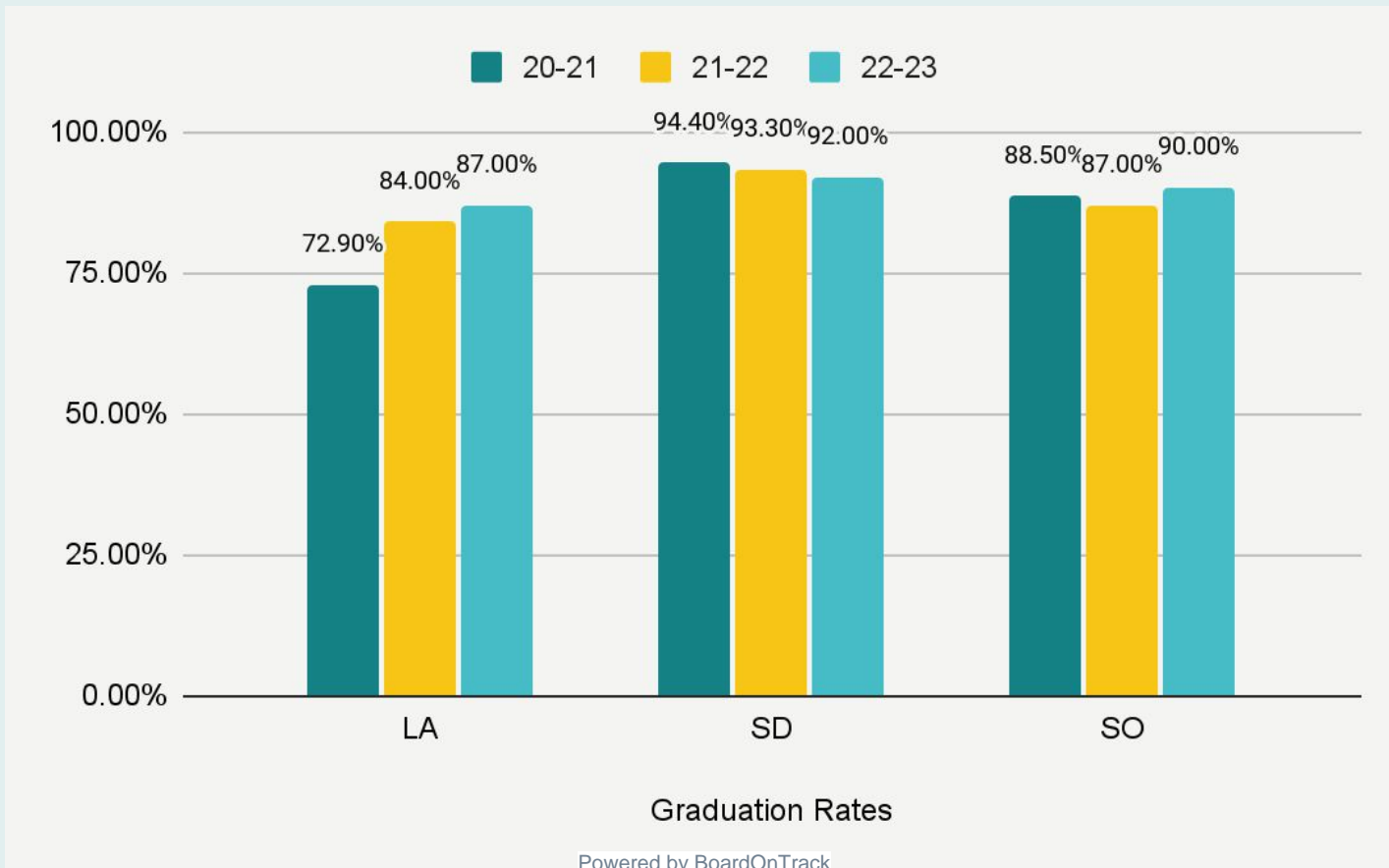
## GOAL 4 REVIEW

# Graduation Rates





# Graduation Rates





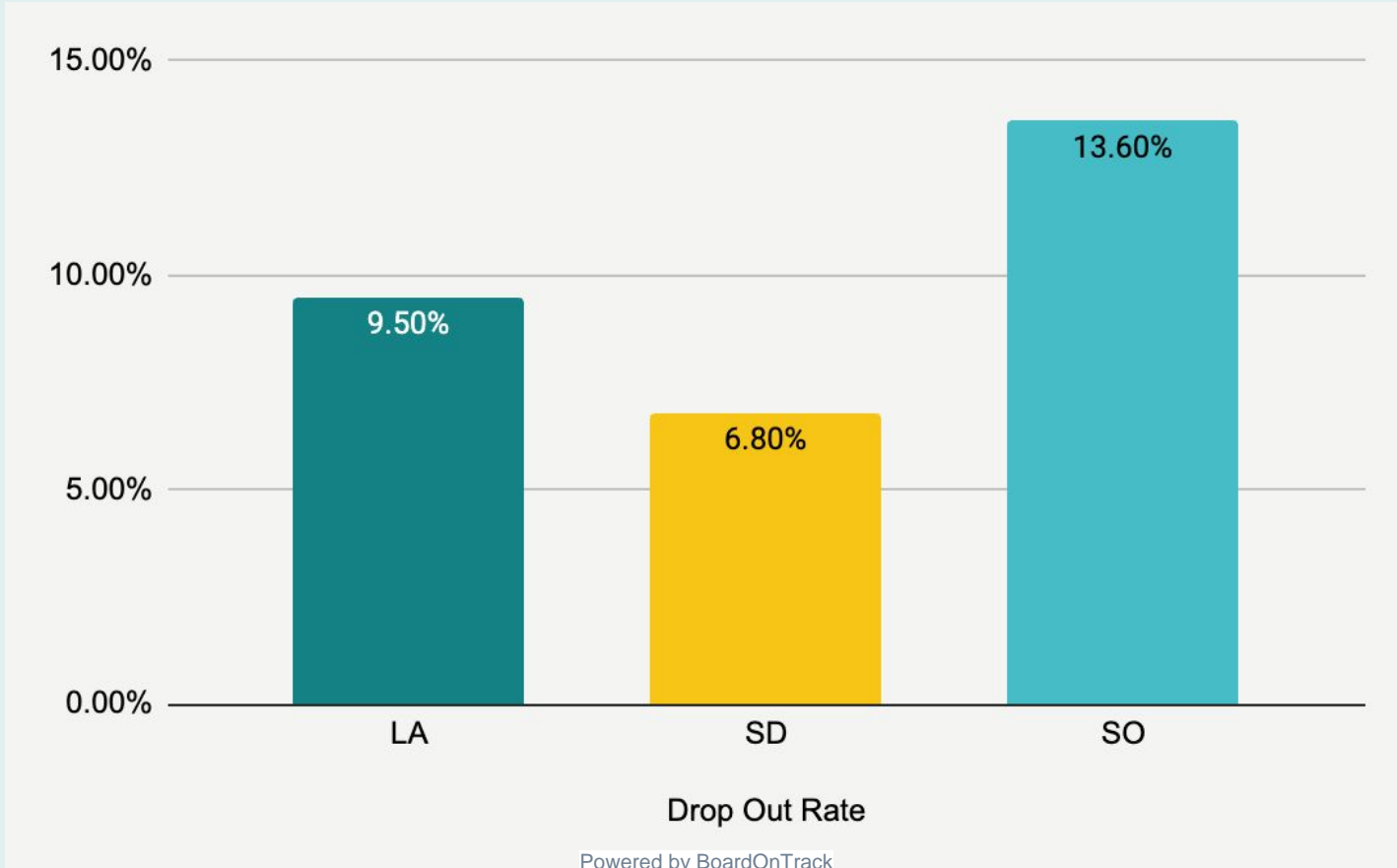
## GOAL 4 REVIEW

# Drop Out Rates





# Drop Out Rates







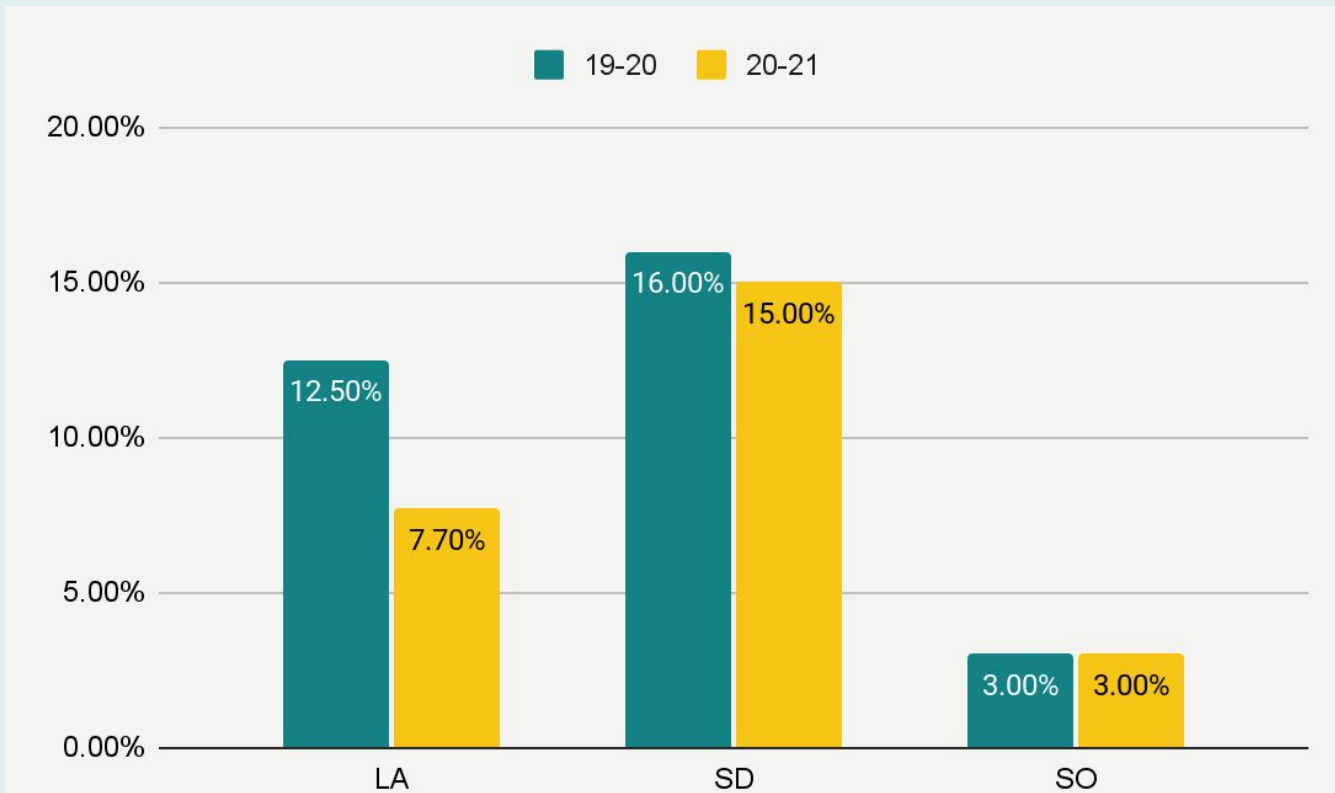
## GOAL 4 REVIEW

# College & Career Readiness Indicators





# College and Career Prepared

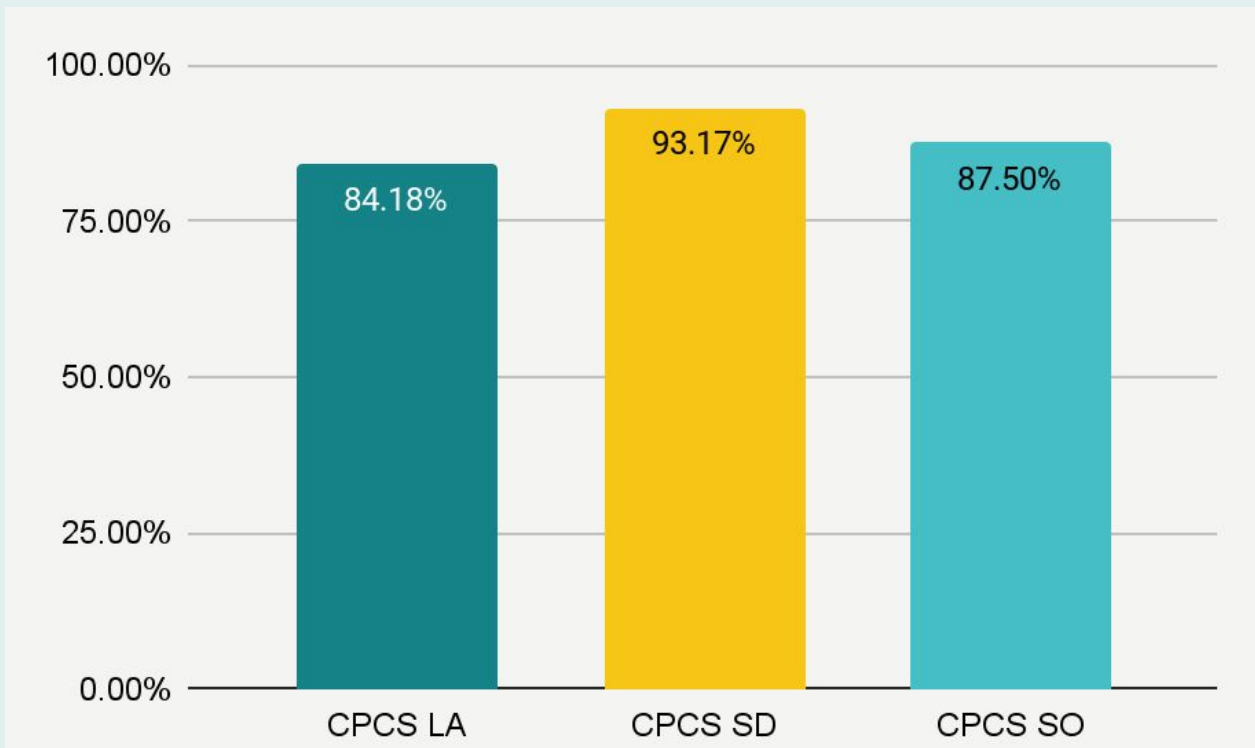


*\*\* Previous Data- Dashboard Data will not be available for this metric until December 2023.*



# College and Career

## 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission

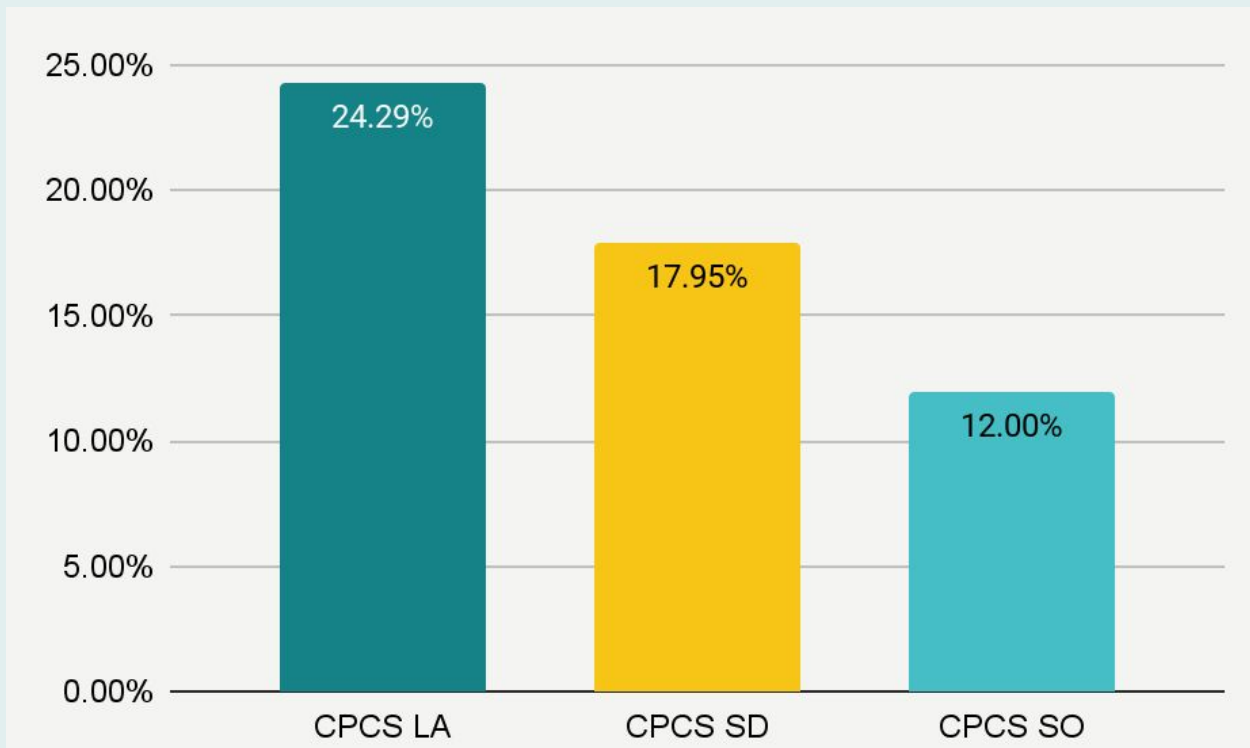


*\*\* Previous Data- Dashboard Data will not be available for this metric until December 2023.*



# College and Career

## 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission

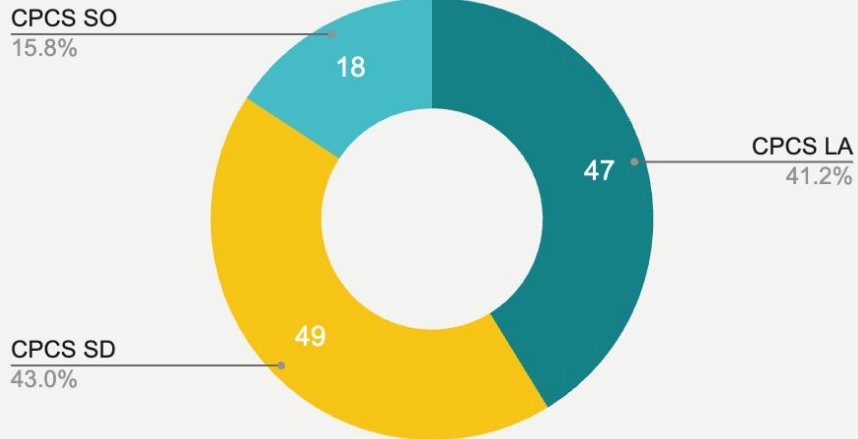


*\*\* Previous Data- Dashboard Data will not be available for this metric until December 2023.*

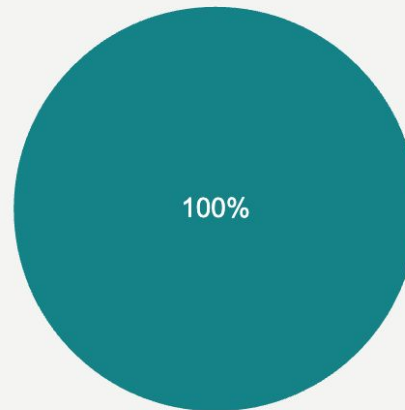


# College and Career – CTE

## Number of Pupils Participating in CTE



## Pupils that Complete a CTE Program and Earn a High School Diploma





# Thank You

[cal-pacs.org](http://cal-pacs.org)

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter- Sonoma	49-70722-039048	October 25, 2023	November 14, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

California Pacific Charter- Sonoma's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achievement in Title 1 schools.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter - Sonoma (CPS-SO) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

**Focused Support:** We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

**Data-Driven Decision Making:** We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

**Family and Community Engagement:** We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

**Professional Development:** Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

**Fiscal Responsibility:** We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

**Continuous Improvement:** We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-SD's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

Based on the responses of the LCAP Input Survey:

### DATA

Stakeholders actively participate in annual surveys that address the sense of safety and school connectedness. 74 students in CPC-SO participated in the school climate survey that was available to all grade levels K-12. Participation rates were as follows: 0 students in grades K-5, 26 students in grades 6-8, and 48 students in grades 9-12. 98.6% of students agreed that their teacher cares about their education and helps them to succeed. 95.9% of students indicated that they feel safe a welcome to meet with their teacher to discuss their school work. 91.2% of students indicated that if they have a problem, they know someone at school they can talk to for support. 100% of students stated that overall, they feel satisfied with their school.

### MEANING

Areas of strength are that the survey results indicate that, CPC-SO has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing grade level representation regarding participation in the survey.

### USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide

clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

#### Meets performance goals

California Pacific Charter- Sonoma was not in service 2018-19 and there were no 2019-20 state assessments; therefore, there are no California School Dashboard data available for this school. Fall 2023 will be the first opportunity for CPC-SO to have a CA School Dashboard. CPC-SO recognizes the importance of monitoring student progress and identifying struggling students so that we can provide support and interventions to support student achievement and to keep students on-track to graduation.

#### Local assessments

Students participate in diagnostic assessments through Renaissance STAR at the beginning of each school year and throughout the year to assess student academic levels. Students identified as having learning gaps are provided with targeted small group instruction via the school's intervention program and student progress is monitored to evaluate the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in CPCS's virtual independent study program. In an effort to effectively use state and local assessments to differentiate instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCS establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education data dashboards. CPC-SO has changed from using NWEA MAPS in the 2022-23 school year to Renaissance STAR for the local assessment platform in 2023-24.

CPC-SO acknowledges that the data shows a need for improvement in state assessments, particularly in the area of Math. Students with disabilities and English Learners in both ELA and Math are not meeting performance goals.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. School leadership works with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners are provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers in the M.A.R.S. (Math and Reading Success) program. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings will be provided as needed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms.

## Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

### Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need. For the 22-23 school year, CPCS-SD has launched a new professional platform- Alludo. This houses a multitude of professional development topics, including SBE-adopted instructional materials, and other resources that afford teachers the opportunity to engage in a personalized pathway for professional development that ties into their SMART goals for the current school year. Staff are required to complete a minimum of 5 modules or 5 hours of professional development each school year in Alludo.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

### Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive ongoing training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

### Meets performance goal

At CPCS, our commitment to fostering excellence in education is unwavering. We provide continuous instructional assistance and support for our teachers through various avenues.

1. Alludo Professional Development Platform: Our educators benefit from the Alludo Professional Development Platform, a cutting-edge tool that offers ongoing support and resources to enhance their teaching skills and effectiveness.
2. Guest Speakers on DEI and Education in AI: CPCS invites expert guest speakers who address crucial topics in education, including Diversity, Equity, and Inclusion (DEI) and the latest developments in artificial intelligence (AI). These sessions spark important discussions and promote inclusivity among our educators.
3. Trained Instructional Coaches: We have a team of highly trained instructional coaches who serve as thought partners and mentors to our teachers. They work closely with educators to personalize their professional development and enhance their teaching techniques.
4. SMART Goals Aligned with CSTPs: Our teachers set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in collaboration with their supervisors at the beginning of each school year. These goals are closely aligned with the California Standards for the Teaching Profession (CSTPs).
5. Robust Continuum of Professional Development: Throughout the year, teachers meet with their supervisors to explore the extensive range of professional development opportunities available. They select workshops and resources tailored to their individual goals, ensuring meaningful and measurable progress in their professional development.

At CPCS, we are dedicated to empowering our educators with the support, knowledge, and resources they need to provide exceptional education to our students, making it a hub of continuous growth and excellence in the field of education.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Meets performance goals

Teacher collaboration occurs during staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

#### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Both curriculum platforms are content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Proctored local assessments through Renaissance STAR are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth. The Freckle support curriculum is utilized to support students in accelerating learning.



## Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

### Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, teacher facilitators, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

## Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

### Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) intervention program to support the individual needs of students have have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention coordinator to work on individual goals.

## Availability of standards-based instructional materials appropriate to all student groups (ESEA)

### Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Accelerate, are standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Lexia ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

## Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Accelerate program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved Renaissance STAR local assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Freckle) to engage students in a personalized learning plan established to support academic gaps for each individual child.

CPC-SO added math Pathways in Middle School to better support student skill gaps in Math. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

## Evidence-based educational practices to raise student achievement

### Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the SPSA. Through a collaborative effort, school leadership and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, "Preventing Dropout in Secondary Schools."

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 6-10 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. "Check & Connect," model to promote students' engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students' levels of academic performance and provide targeted interventions for struggling students.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CPCS parents and students sign a Master Agreement that outlines CPCS's, virtual independent study program which is a school of choice, and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds, including Title I, ESSER III, Learning Recovery Block Grant, A-G Access Grant/A-G Learning Loss Mitigation Grant, and CTEIG, collectively provide essential services aimed at helping underperforming students reach academic standards. Title I funds support two full-time intervention teachers and two tutors, offering personalized assistance to struggling students. Title 1 funds also support English Learners with designated ELD curriculum. ESSER III funds are utilized for the provision of tutors, Chromebooks, and summer school programs, ensuring students have the tools and support necessary for academic success. Additionally, ESSER III funds cover school psychologist interns who provide direct social emotional learning services to students. The Learning Recovery Block Grant is used for Renaissance Learning, Inc., which aids in identifying and addressing learning gaps and funds supplemental curriculum for learning acceleration. The A-G Access Grant/A-G Learning Loss Mitigation Grant allocates 50% salary and benefits for a counselor, who plays a crucial role in designing and implementing programs to mitigate learning loss. Additionally, CTEIG resources support two teachers, 50% salary and benefits for a college and career counselor, and educational platforms like Pathful and Edgenuity, particularly in CTE classes, allowing students to access high-quality career and technical education. These categorical funds work together to provide a comprehensive set of services, ensuring that underperforming students have the necessary support, resources, and opportunities to meet academic standards and thrive in their educational journeys.

Fiscal support (EPC)

Title I Funds, ESSER III Funds, Learning Recovery Block Grant, A-G Access Grant, A-G learning Loss Mitigation Grant, CTEIG

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Virtual staff meeting to review School Plan for Student Achievement was held on October 23, 2023  
Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 25, 2023  
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 14, 2023.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The school plan planning process included the review of the CPCS school budget and the funds available to provide resources for our ALL students and Socioeconomically Disadvantaged students as indicated in the above evidence-based intervention plan. We did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.58%	1.56%		1	2
African American	9.7%	7.51%	8.59%	21	13	11
Asian	1.4%	1.16%	3.91%	3	2	5
Filipino	0.5%	1.73%	3.13%	1	3	4
Hispanic/Latino	21.8%	32.95%	31.25%	47	57	40
Pacific Islander	%	%	0.78%		0	1
White	55.1%	42.77%	34.38%	119	74	44
Multiple/No Response	8.8%	10.98%	16.41%	19	19	21
	<b>Total Enrollment</b>			216	173	128

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	11	8	4
Grade 1	8	13	5
Grade 2	7	6	6
Grade3	14	11	3
Grade 4	14	11	7
Grade 5	13	13	8
Grade 6	13	13	10
Grade 7	15	11	9
Grade 8	28	15	10
Grade 9	24	13	14
Grade 10	14	18	13
Grade 11	18	16	23
Grade 12	37	25	16
<b>Total Enrollment</b>	216	173	128

### Conclusions based on this data:

1. The 19-20 school year was CPCS-Sonoma's first year of operation. Enrollment for CPCS-SO increased in the 20-21 SY. This is potentially due to families that were looking for a more favorable online alternative to distance



learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.

2. CPCS-SO is a school with diverse learners. White and Hispanic student groups comprise approximately 75% of the enrollment, CPC-SO enrolls approximately 9% African American students and 4% Asian students.
3. The majority of CPC-SO's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why the school's graduation rate and college and career readiness are targeted school initiatives.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	6	5	7	2.8%	2.9%	5.5%
Fluent English Proficient (FEP)	12	17	12	5.6%	9.8%	9.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. CPC-SO saw an increase (almost double) in percentage of ELs from 2021-2022 to 2022-2023. CPC-SO makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students. The number of EL students is not high enough to require an ELAC for the 22-23 SY, however support will continue for families whose first language is a language other than English.
3. CPC-SO had an RFEP rate higher than the state average. CPC-SO continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	8	4	9	8	4	9	8	4	90.0	100.0	100.0
Grade 4	15	12	5	11	12	5	11	12	5	73.3	100.0	100.0
Grade 5	14	12	8	13	12	8	13	12	8	92.9	100.0	100.0
Grade 6	12	9	11	10	9	11	10	9	11	83.3	100.0	100.0
Grade 7	15	8	12	11	8	12	11	8	12	73.3	100.0	100.0
Grade 8	27	15	13	25	15	13	25	15	13	92.6	100.0	100.0
Grade 11	17	15	31	15	15	30	15	15	30	88.2	100.0	96.8
All Grades	110	79	84	94	79	83	94	79	83	85.5	100.0	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2496.	2458.	*	36.36	33.33	*	36.36	8.33	*	18.18	16.67	*	9.09	41.67	*
Grade 5	2483.	2499.	*	15.38	16.67	*	38.46	33.33	*	23.08	25.00	*	23.08	25.00	*
Grade 6	*	*	2436.	*	*	0.00	*	*	9.09	*	*	36.36	*	*	54.55
Grade 7	2599.	*	2560.	27.27	*	16.67	45.45	*	50.00	18.18	*	16.67	9.09	*	16.67
Grade 8	2551.	2581.	2543.	20.00	26.67	15.38	32.00	33.33	23.08	16.00	20.00	23.08	32.00	20.00	38.46
Grade 11	2541.	2606.	2566.	13.33	26.67	20.00	26.67	33.33	26.67	20.00	26.67	23.33	40.00	13.33	30.00
All Grades	N/A	N/A	N/A	21.28	24.05	16.87	32.98	26.58	24.10	20.21	24.05	24.10	25.53	25.32	34.94

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	26.67	*	*	50.00	*	*	23.33
<b>All Grades</b>	21.28	25.32	18.07	58.51	51.90	56.63	20.21	22.78	25.30

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	23.33	*	*	46.67	*	*	30.00
<b>All Grades</b>	18.09	17.72	21.69	48.94	51.90	40.96	32.98	30.38	37.35

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	16.67	*	*	66.67	*	*	16.67
<b>All Grades</b>	10.64	20.25	12.05	75.53	68.35	69.88	13.83	11.39	18.07

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	20.00	*	*	60.00	*	*	20.00
<b>All Grades</b>	21.28	25.32	19.28	57.45	58.23	56.63	21.28	16.46	24.10

**Conclusions based on this data:**

1. CPC-SO met the goal of having a participation rate of over 95%.
2. Student academic performance in the are of ELA continues to be an area of growth. CPC-SO will use internal assessment to continue to support student academic achievement. CPC-SO anticipates at least a 2% increase of students who meer or exceeded the standard in ELA in Spring 2024.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	8	4	9	8	4	9	8	4	90.0	100.0	100.0
Grade 4	15	12	5	11	12	5	11	12	5	73.3	100.0	100.0
Grade 5	14	12	8	13	12	8	13	12	8	92.9	100.0	100.0
Grade 6	12	9	11	10	9	11	10	9	11	83.3	100.0	100.0
Grade 7	15	8	12	11	8	12	11	8	12	73.3	100.0	100.0
Grade 8	27	16	13	25	15	13	25	15	13	92.6	93.8	100.0
Grade 11	17	15	31	15	14	30	15	14	30	88.2	93.3	96.8
All Grades	110	80	84	94	78	83	94	78	83	85.5	97.5	98.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2466.	2423.	*	18.18	8.33	*	27.27	25.00	*	27.27	25.00	*	27.27	41.67	*
Grade 5	2449.	2496.	*	15.38	16.67	*	15.38	16.67	*	23.08	33.33	*	46.15	33.33	*
Grade 6	*	*	2473.	*	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36
Grade 7	2544.	*	2553.	27.27	*	16.67	18.18	*	41.67	18.18	*	16.67	36.36	*	25.00
Grade 8	2518.	2550.	2498.	12.00	20.00	0.00	12.00	20.00	38.46	32.00	26.67	0.00	44.00	33.33	61.54
Grade 11	2491.	2544.	2532.	0.00	7.14	6.67	6.67	14.29	13.33	13.33	35.71	33.33	80.00	42.86	46.67
All Grades	N/A	N/A	N/A	10.64	15.38	4.82	19.15	17.95	22.89	24.47	30.77	30.12	45.74	35.90	42.17

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	10.00	*	*	40.00	*	*	50.00
All Grades	8.51	14.10	12.05	43.62	48.72	43.37	47.87	37.18	44.58

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	10.00	*	*	56.67	*	*	33.33
All Grades	10.64	17.95	4.82	55.32	52.56	56.63	34.04	29.49	38.55

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	6.67	*	*	60.00	*	*	33.33
All Grades	9.57	16.67	10.84	62.77	53.85	55.42	27.66	29.49	33.73

**Conclusions based on this data:**

- Overall, CPC-SO met the goal of 95% participation rate.
- Student academic performance in Math continues to be an area of growth. CPC-SO anticipates at least a 2% increase of students who met or exceeded the standard in Math. in Spring 2023.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										*	4	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
All Grades	*	*		*	*		*	*		*	*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
All Grades	*	*		*	*		*	*		*	*		



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

**Conclusions based on this data:**

1. Students will continue to receive both integrated and designated ELD supports, with a focus on improving writing skills.
2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>173</b>	<b>58.4</b>	<b>2.9</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in California Pacific Charter-Sonoma.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	5	2.9
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.6
<b>Socioeconomically Disadvantaged</b>	101	58.4
<b>Students with Disabilities</b>	21	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	13	7.5
<b>American Indian</b>	1	0.6
<b>Asian</b>	2	1.2
<b>Filipino</b>	3	1.7
<b>Hispanic</b>	57	32.9
<b>Two or More Races</b>	19	11.0
<b>Pacific Islander</b>		
<b>White</b>	74	42.8

**Conclusions based on this data:**

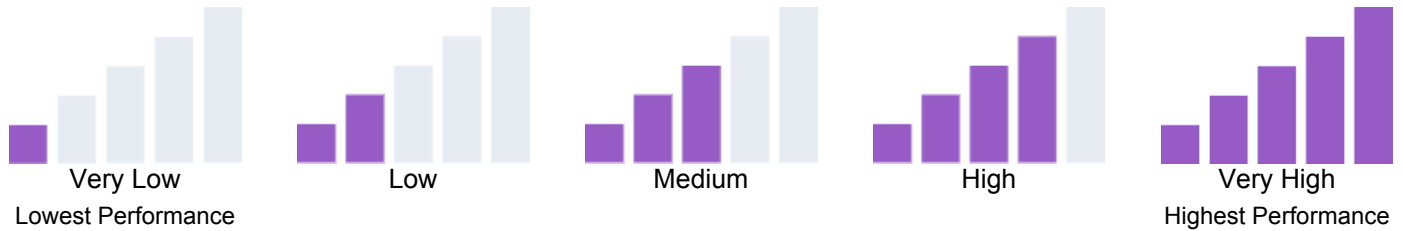
1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.
2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments.
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to check and connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teachers will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  No Performance Level	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Low	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

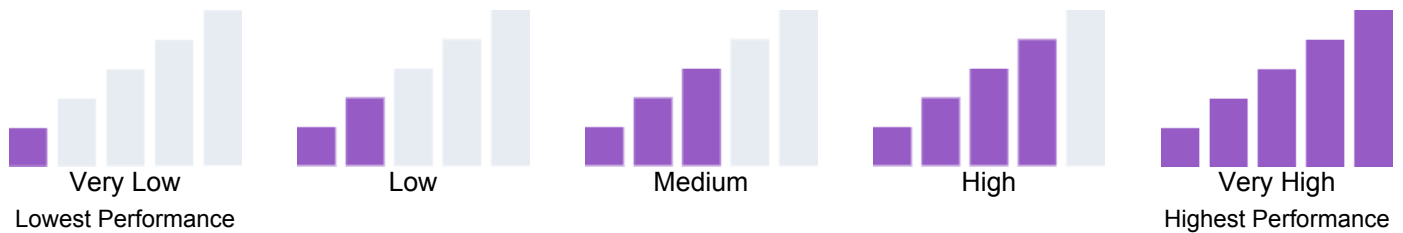
1. Graduation rates remain high and competitive with the state average.
2. Internal reports provide data that CPC-SO can utilize to increase state assessment scores, chronic absenteeism, graduation rates, EL progress, and college and career indicators.

# School and Student Performance Data

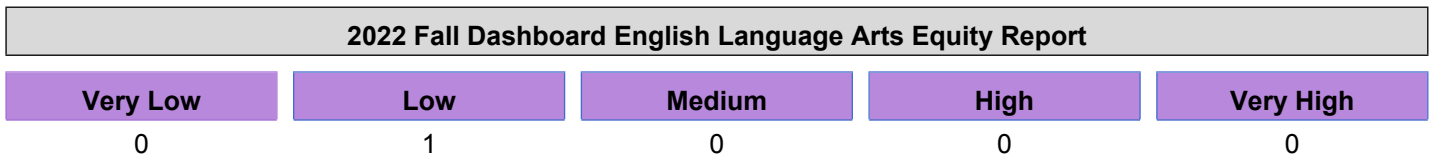
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

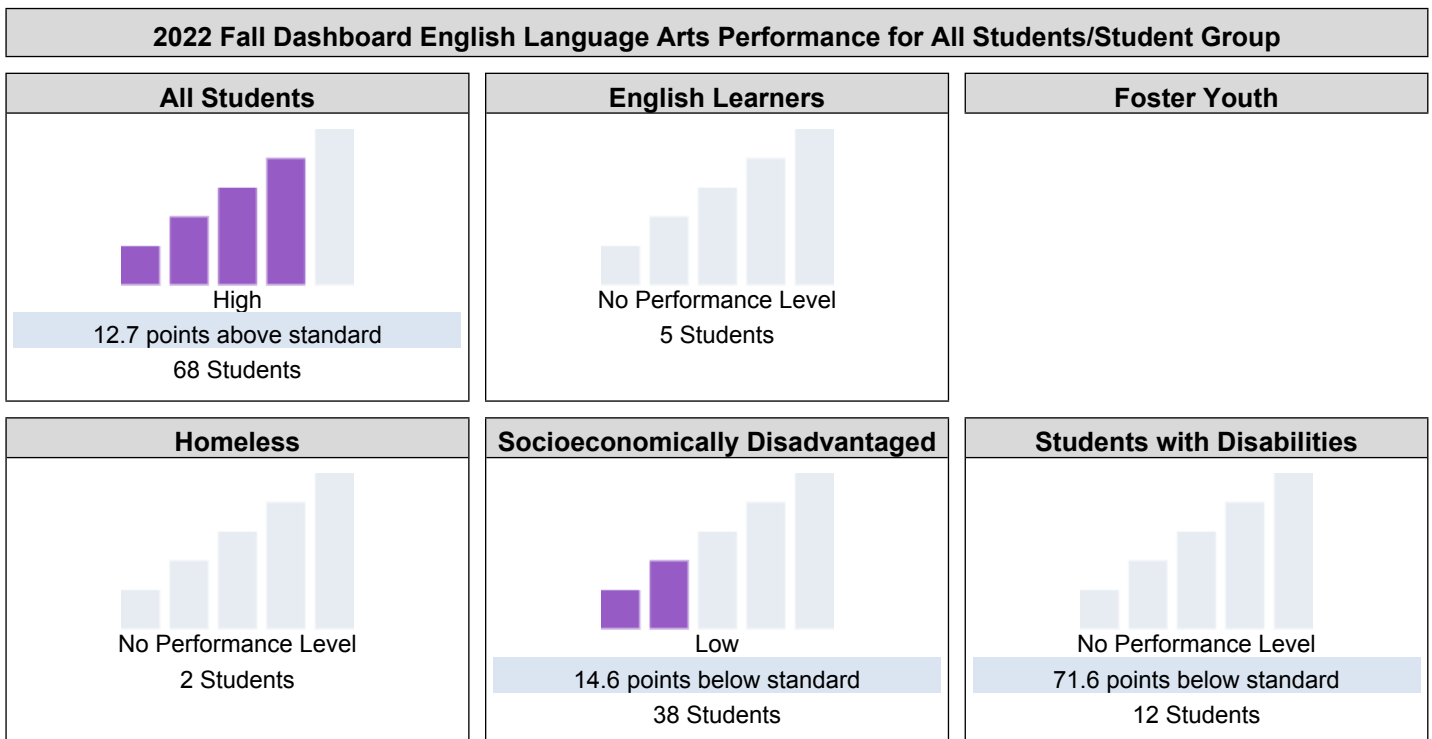
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

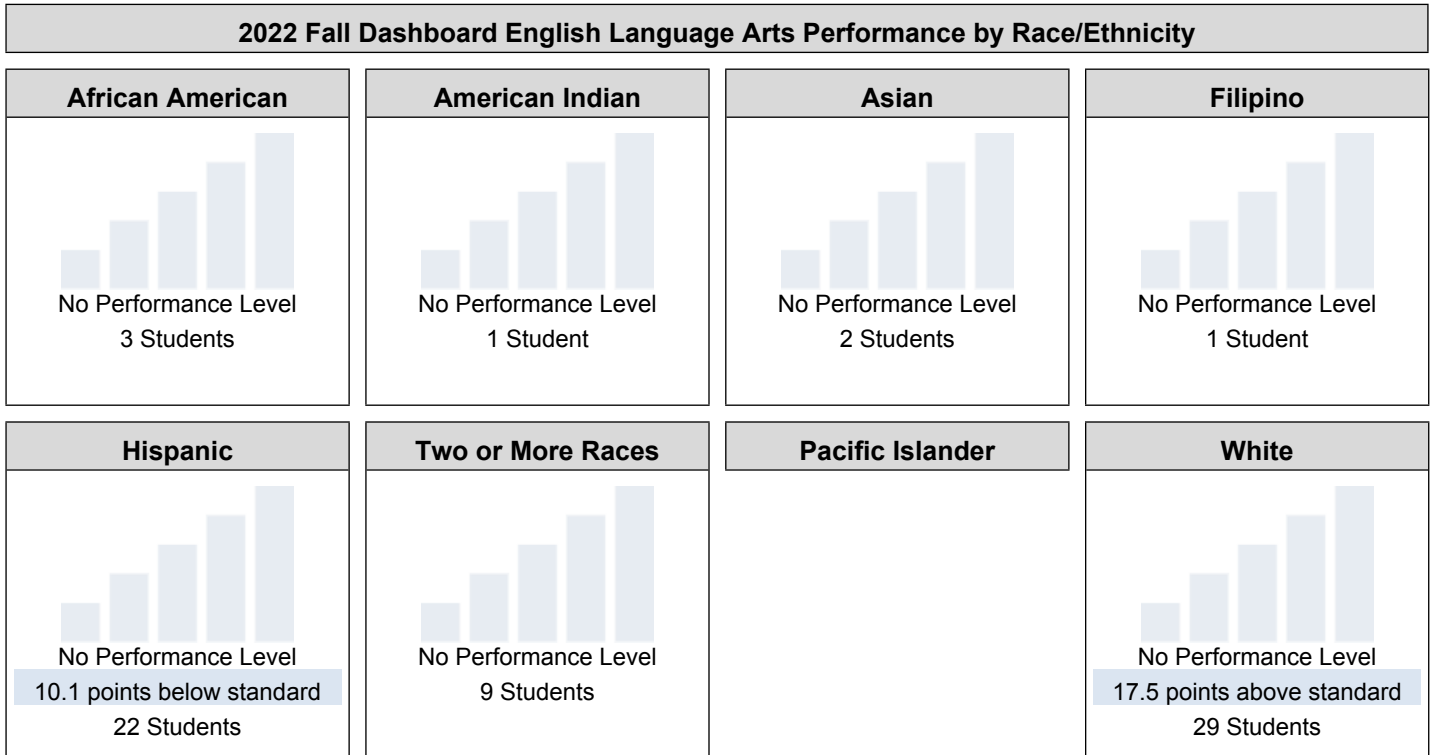


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>2 Students</p>	<p><b>Reclassified English Learners</b></p> <p>3 Students</p>	<p><b>English Only</b></p> <p>9.1 points above standard 60 Students</p>

**Conclusions based on this data:**

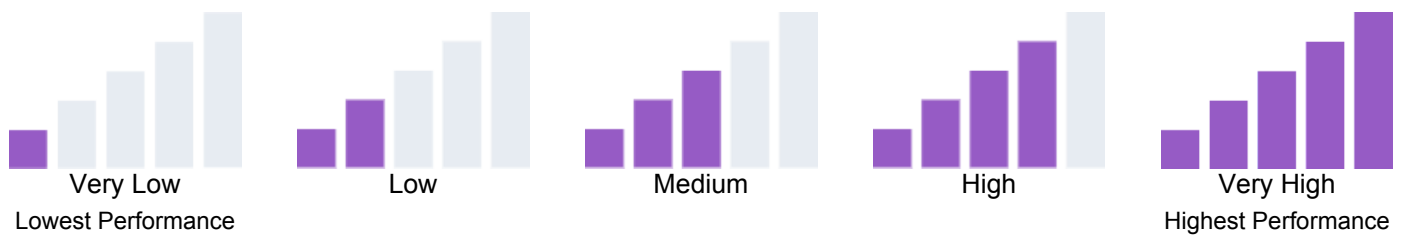
- English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and culture of test readiness school initiatives.
- Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This is an identified area of need that will be addressed through our K-8 Math and Reading Success (M.A.R.S.) intervention program.
- Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. This student group experienced a decline from the previous year and is an identified area of need that will be address through the IEP and SELPA targeted review process and with members of our special education department and with related service providers.

# School and Student Performance Data

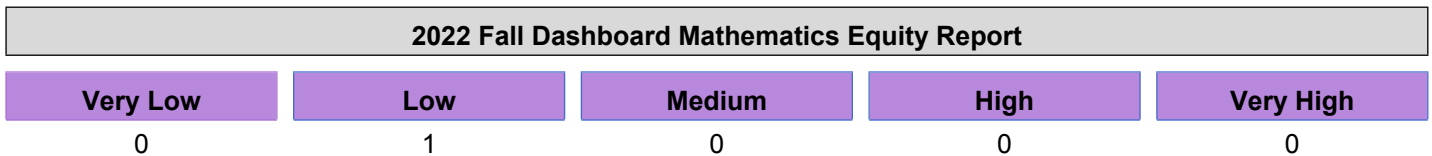
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

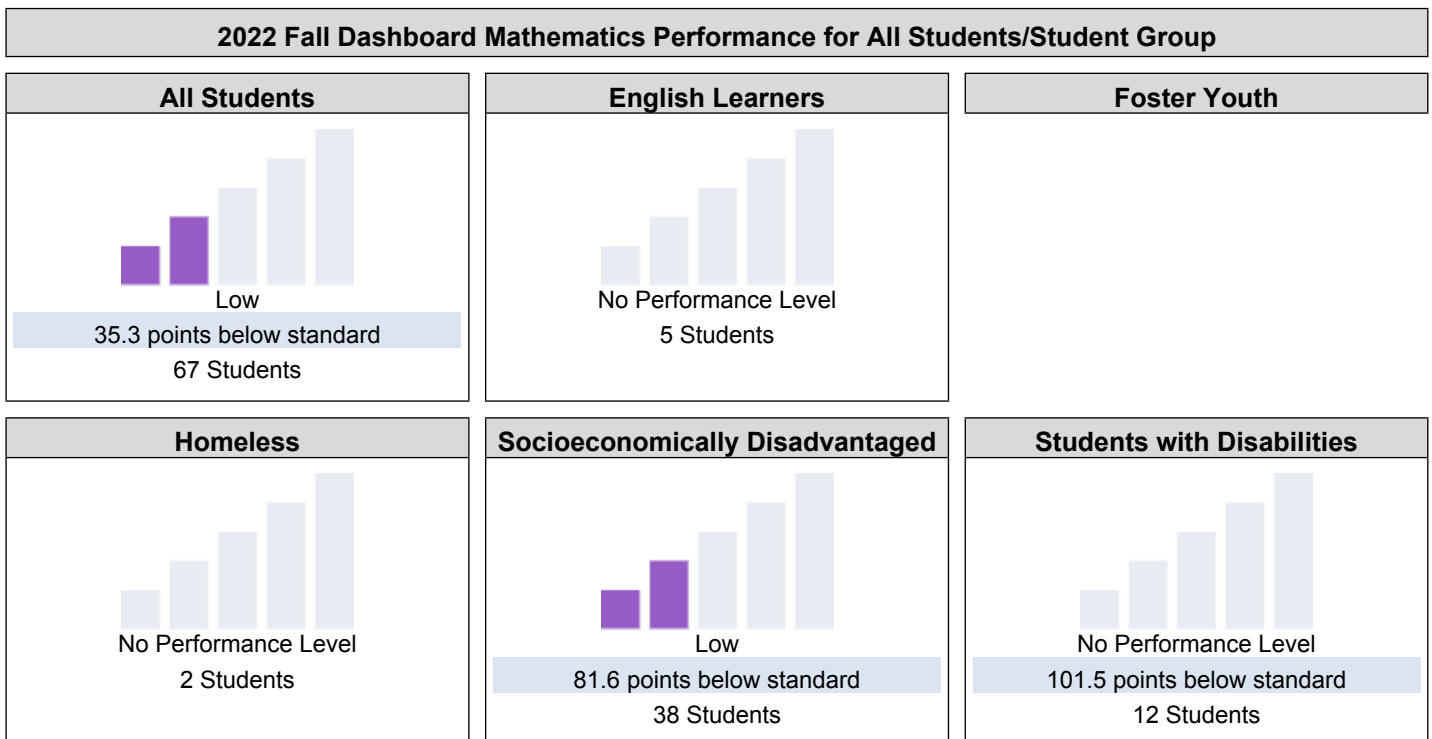
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



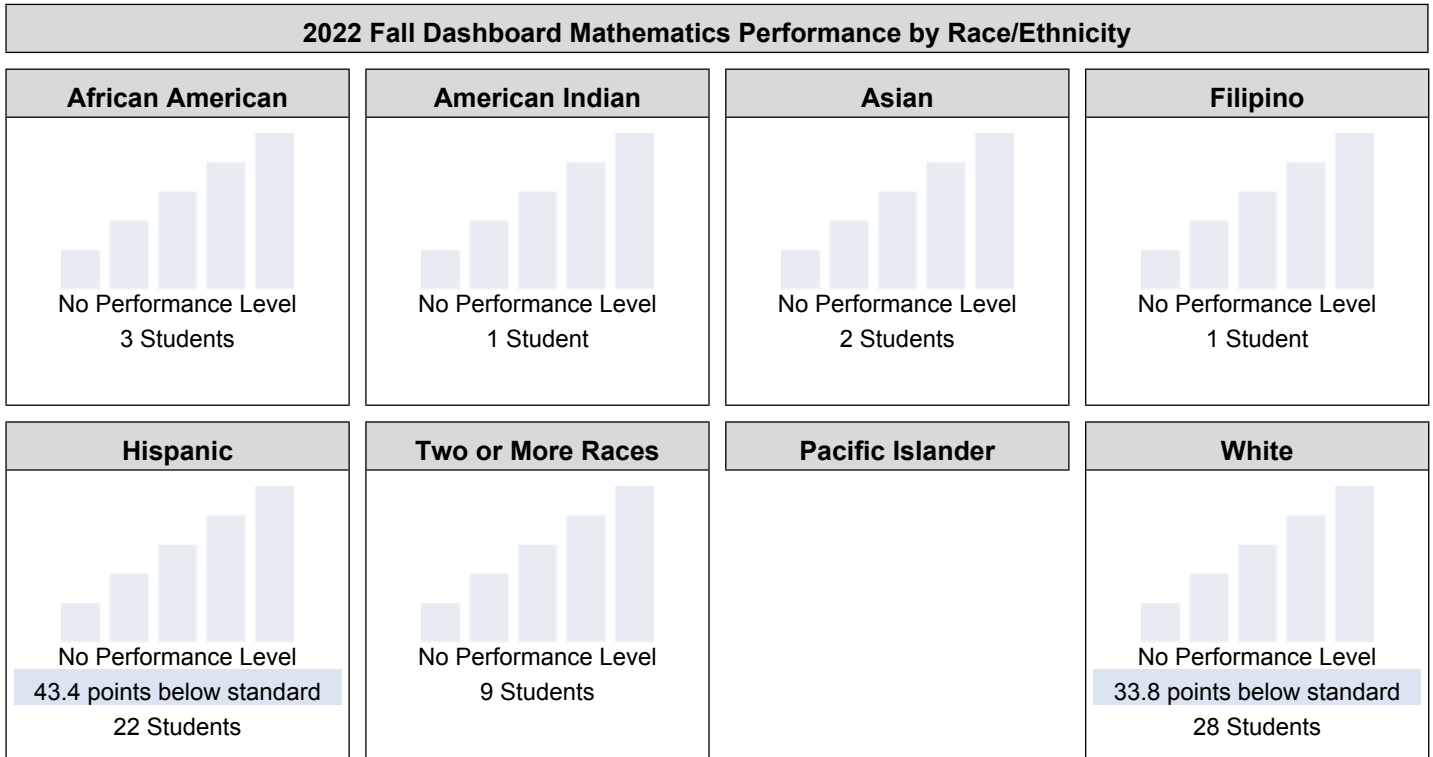
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.







This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
2 Students	3 Students	45.2 points below standard 59 Students

**Conclusions based on this data:**

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
2. Socio economically disadvantaged students are performing below the standard at a rate higher than their grade level peers. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

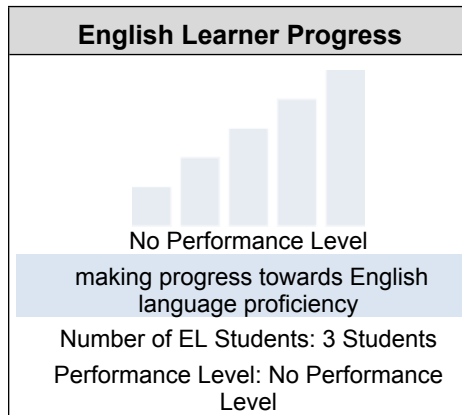
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

**Conclusions based on this data:**

- No data available due to testing fewer than 4 students.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

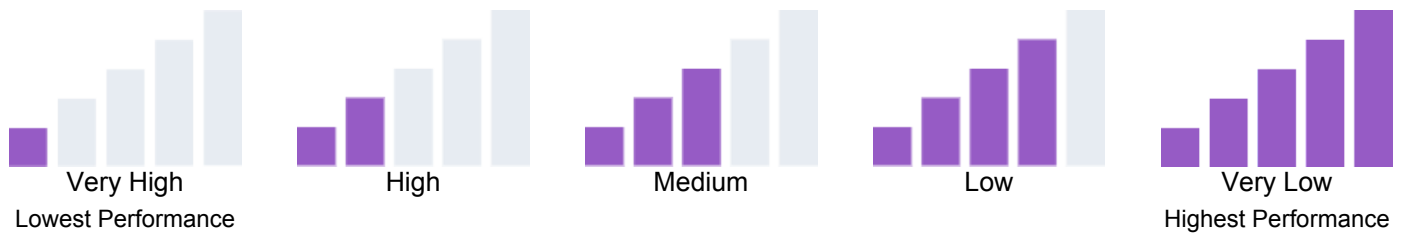
1. This is an identified area of need for growth. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 23-24SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

# School and Student Performance Data

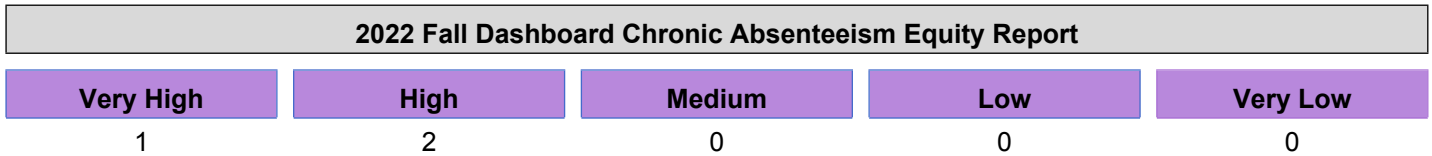
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

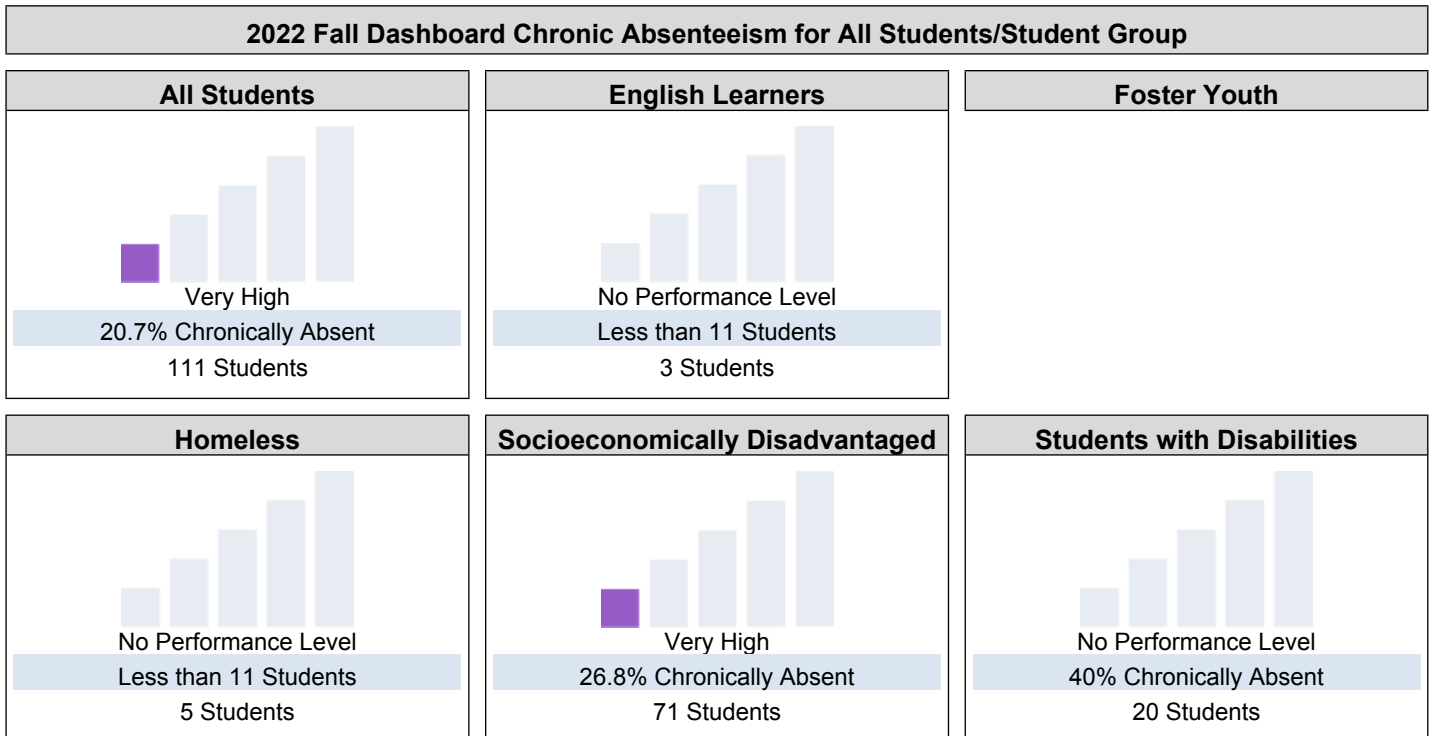
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



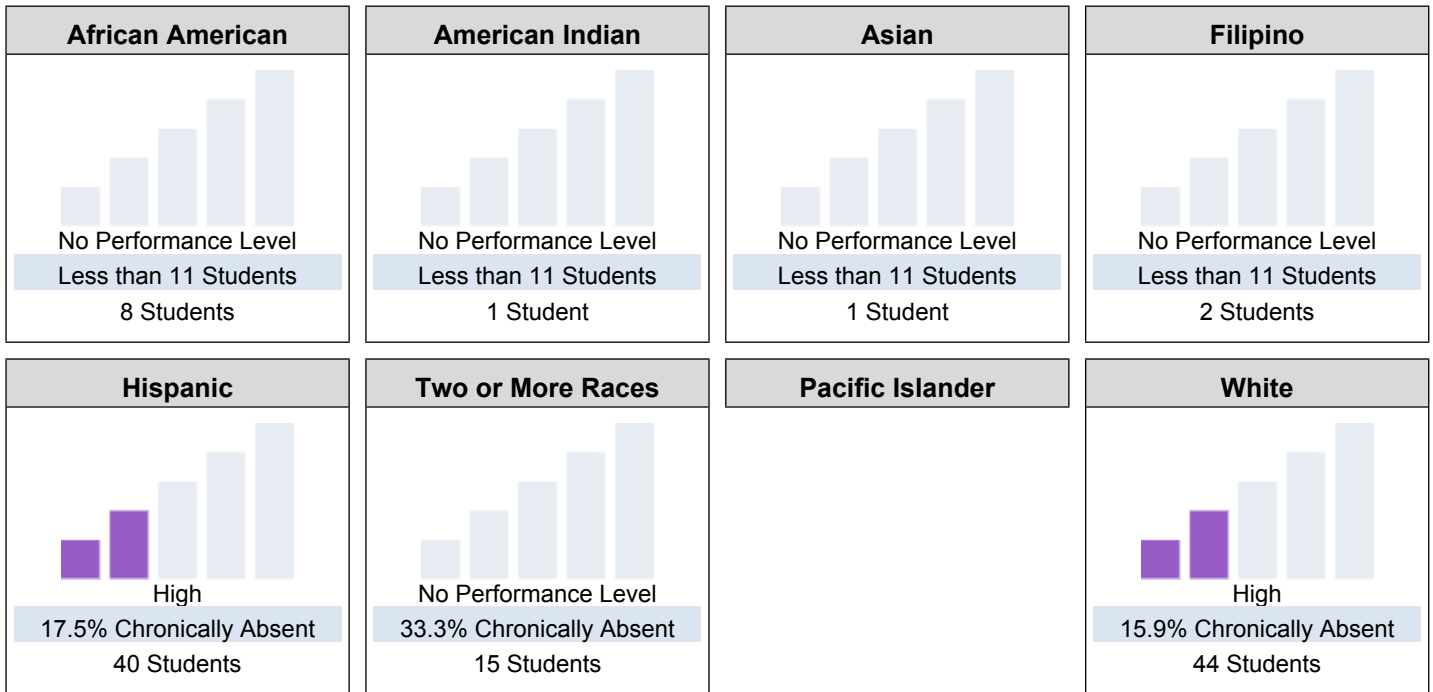
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



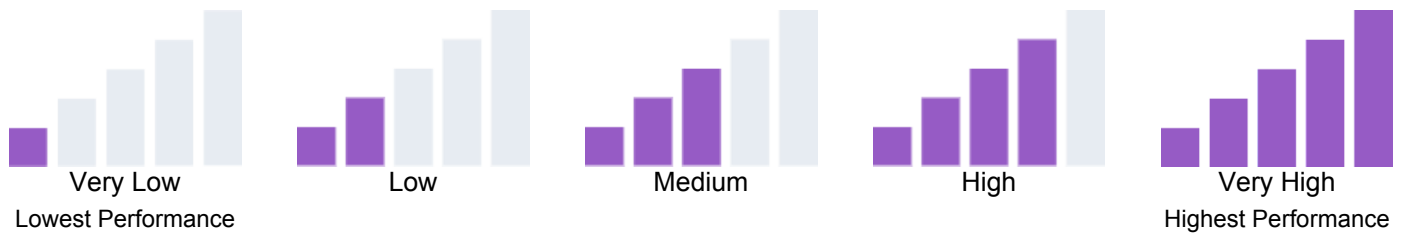
**Conclusions based on this data:**

1. The chronic absenteeism rate for CPC-SO is very high, however saw a 2% decrease from the previous year.
2. CPC-SO meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

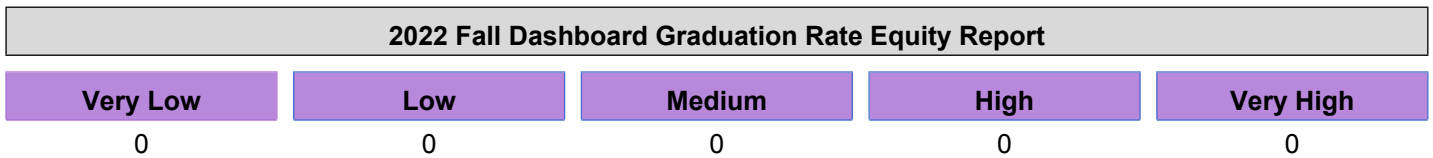
# School and Student Performance Data

## Academic Engagement Graduation Rate

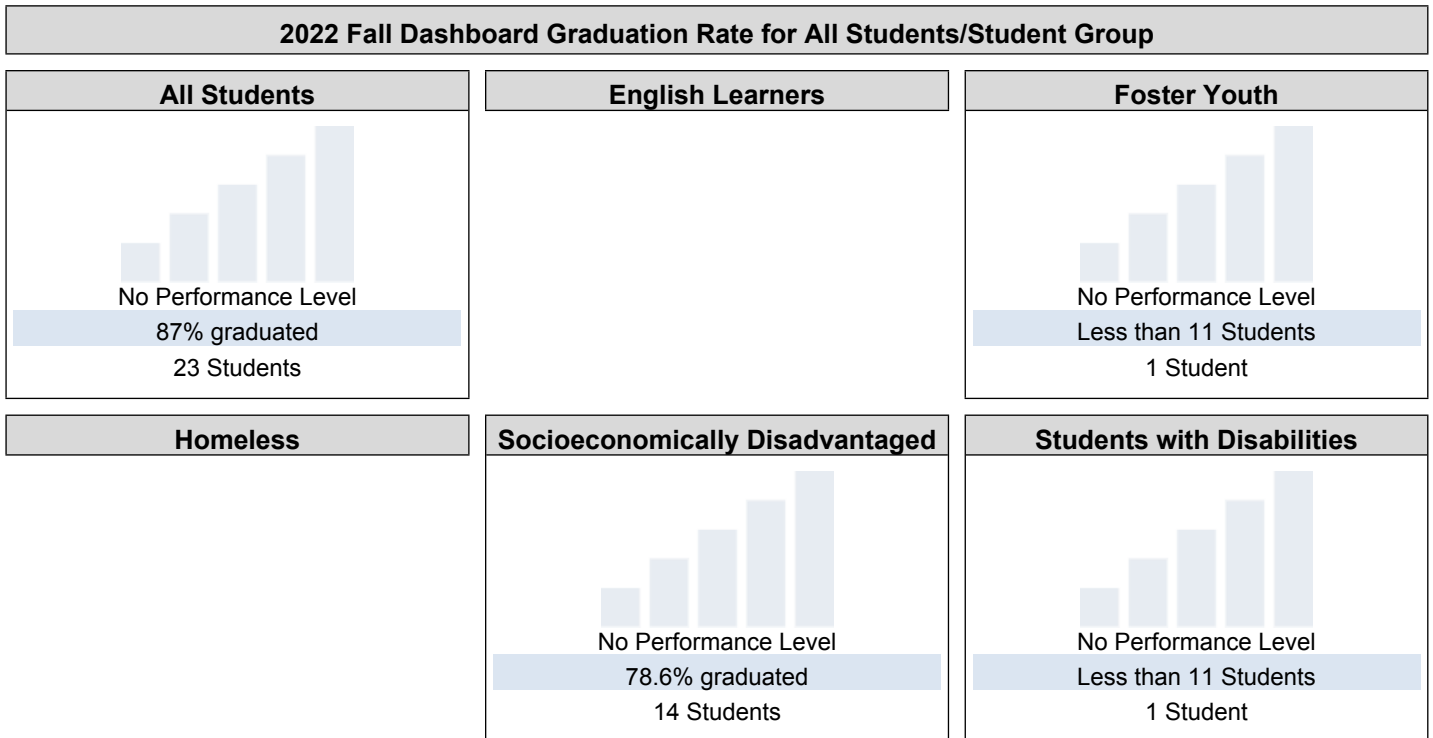
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

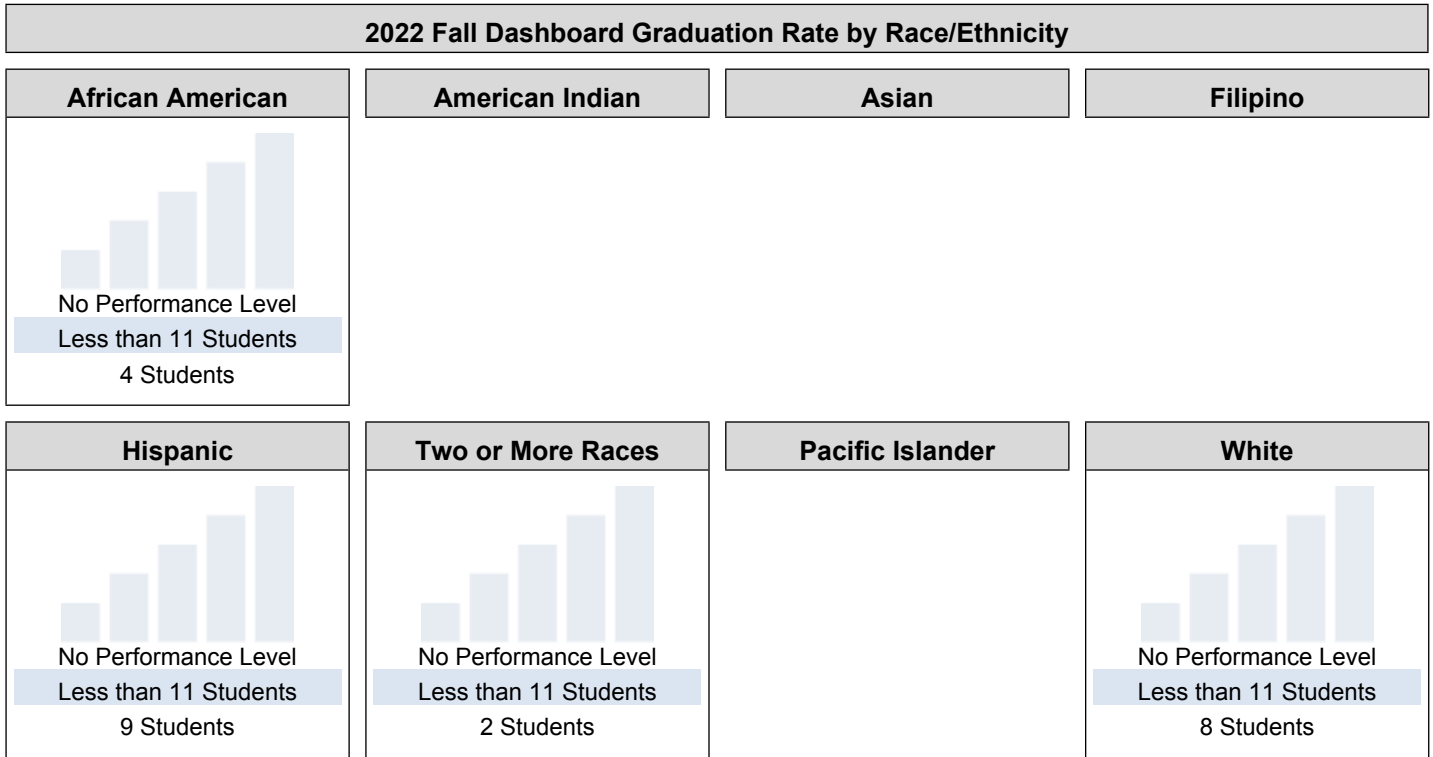


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**Conclusions based on this data:**

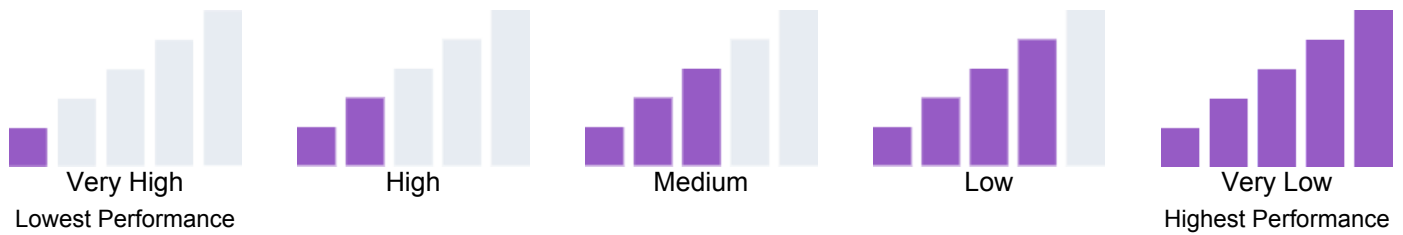
1. CPC-SO maintains high graduation rates that are competitive with the state average.
2. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to continue to support a high graduation rate.

# School and Student Performance Data

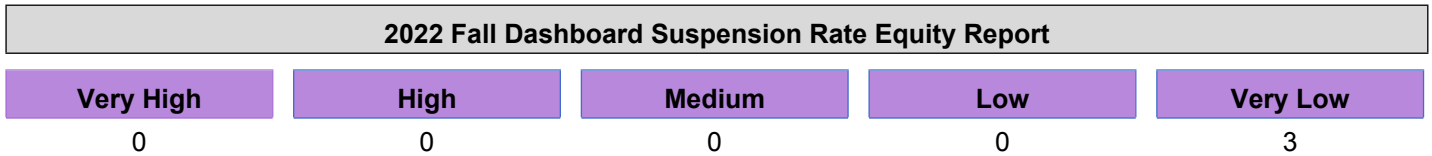
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

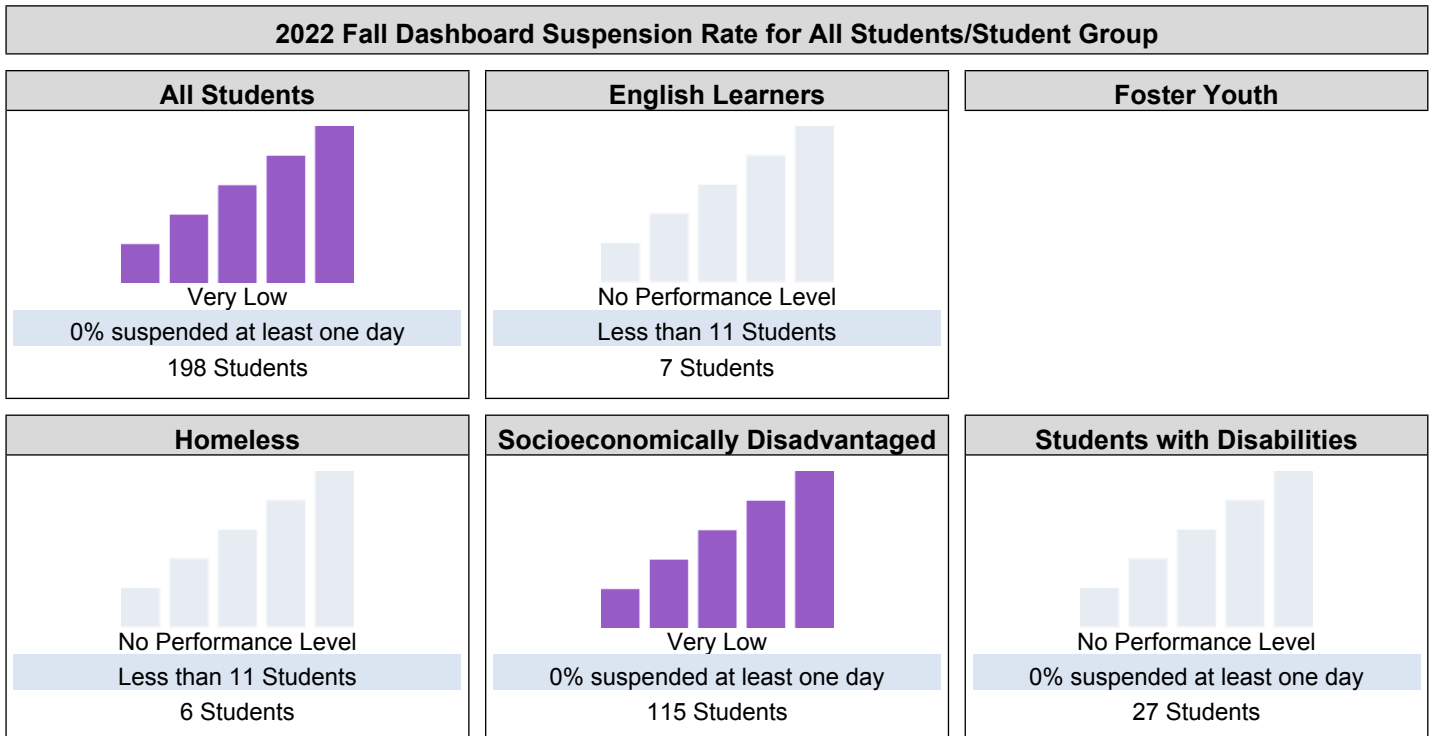
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



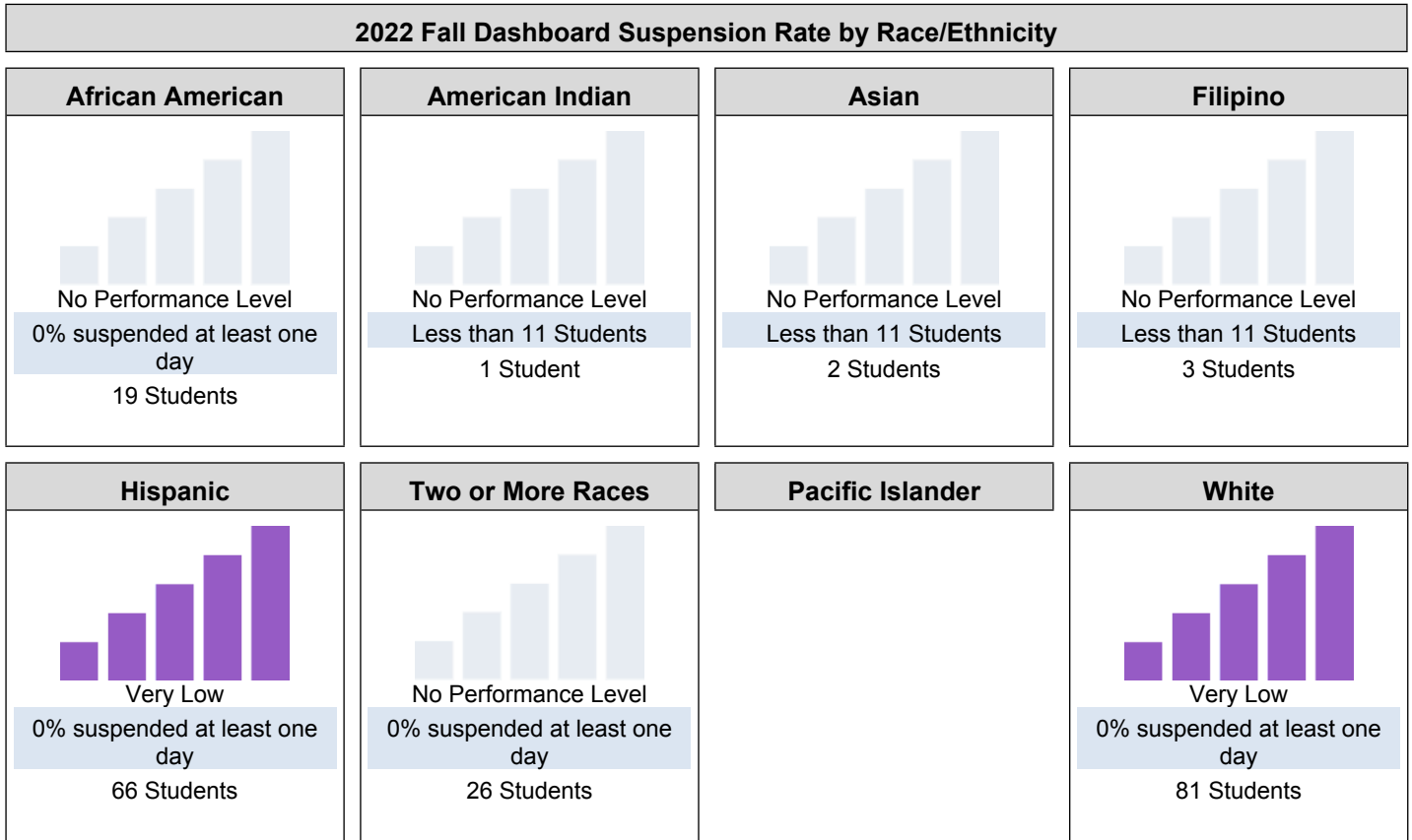
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.







**Conclusions based on this data:**

1. CPC-SO offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is from Edgenuity and Odysseyware. Edgenuity and Odesseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer- based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odesseyware computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

## Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

## Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	41% of students Met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	27.7% of students met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.
Percent Participation in internal diagnostic assessments	Student participation is 95%	95% student participation
Growth Metrics on internal diagnostic assessments	A new baseline will be established with the implementation of Renaissance STAR.	TBD
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Evidence based interventions:  
 CSI: Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.  
 MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.  
 CSI: Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.  
 LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.  
 LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.  
 LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.  
 LCP Action: K - 8 Intervention teacher to increase and improve student academic growth. Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.  
 eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive

**Diagnostic Model Approach, 2019.**

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.

WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,760	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
2,488	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education- Data Science Dashboard and Analysis
28,641	Title I 1000-1999: Certificated Personnel Salaries K-8 Intervention Teachers
4,521	Other 4000-4999: Books And Supplies Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, YUP tutoring, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
270	LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator
27,924	ESSER III 2000-2999: Classified Personnel Salaries

Tutors

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The base curriculum used by CPCS is from Edgenuity and Accelerate. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their school issued device. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Renaissance STAR diagnostic assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who do not have access to connectivity are loaned a device (hotspot) and to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity. In order to provide academic support for students, CPCS-SO will run Virtual Learning Hubs daily. A lead tutor has been hired to run the Virtual Learning Hub.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,220	LCFF 4000-4999: Books And Supplies Curriculum (Grades 6-12)
12,825	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
8,835	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub
30,086	ESSER III 4000-4999: Books And Supplies Curriculum BrainPOP, and Edgenuity.
9,855	Other 4000-4999: Books And Supplies Renaissance Learning & Boardworks (LREBG)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually and achieved a participation rate that exceeded 95%. Students at CPC-SO are not yet meeting expected performance outcomes on CAASPP in the areas of ELA and MATH. Renaissance STAR has been adopted and implemented for the 23-24 school year and administered in Fall of 2023. Because of the switch to the new local assessment that will be a more accurate predictor of performance in state assessments, the 23-24 data will serve as a baseline for local assessment. Completion rates for Middle school are increasing but will be an area of continued focus for growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 22-23 school year included proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. These interventions will be continued in the 23-24 school year. The school has adopted a new local assessment, switching from NWEA MAPS to Renaissance STAR and companion curriculum Freckle. The middle school program adopted Math Pathways and will be working on increasing engagement and academic performance for students in Middle School. CPC-SO has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's LCAP, and the ESSER III expenditure plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Promote High Attendance & Positive School Climate

## LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.  
 LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.  
 LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

## Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>).

## Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CPCS a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CPCS has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism decreased by 2%, meeting the goal.	Decrease by at least 2% in the currently year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).  
 Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hold meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,098	Other 1000-1999: Certificated Personnel Salaries Assistant Director of High School Engagement (LCFF/CTEIG)
23,674	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of K-8

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,700	ESSER III 4000-4999: Books And Supplies Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
13,766	LCFF



5800: Professional/Consulting Services And Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. Additionally, CPC-SO had a decrease in chronic absenteeism rate. The goal will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 includes HS assistant director of engagement to support the attendance and engagement of HS students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Community Engagement

## LEA/LCAP Goal

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).  
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

## Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

## Identified Need

Stability Rate: Mobility of Students (Grades 9-12)  
CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

Student Social Emotional Support (All Students)  
Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

Stakeholder Participation and Feedback  
CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC as a means of increasing family and community engagement. CPCS will add an ELD coordinator. (Grades K-8)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ Parent Advisory Committee	groups established in 20-21 and held meetings for stakeholder feedback in 21-22	4 meetings held throughout the school year in 22-23
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	RFEP rate in 20-21 was 25%.	25% of English Learners will be redesignated to RFEP in 21-22.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,758	LCFF 1000-1999: Certificated Personnel Salaries School Counselors
25,556	Special Education

1000-1999: Certificated Personnel Salaries  
School Psychologist

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.

LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: ELD Coordinator to improve services and support for English Learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

756

LCFF  
5000-5999: Services And Other Operating Expenditures  
Parent Square- Stakeholder communication platform

1,368

LCFF  
1000-1999: Certificated Personnel Salaries  
K-8 and HS ELD Coordinators

4,199

LCFF

	4000-4999: Books And Supplies Zoom and Adobe online classroom subscriptions
2,977	ESSER III 5000-5999: Services And Other Operating Expenditures GoGuardian

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21. SSC meetings serve as the school's Parent Advisory Committee and were held in the 21-22 SY. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 has been updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Readiness and Graduation Rate

## LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)  
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.  
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.  
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.  
 LCP: Support students who are at risk of graduating with their 4 year cohort.

## Goal 4

Ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

## Identified Need

Increase College and Career Prepared students.  
 "Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation," What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	87% graduation rate in the 2022-23 SY	Maintain graduation rate in the current SY.
Percentage of High School Students College/Career Prepared	N/A	Increase by 2% annually
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Maintain

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grade 12

Strategy/Activity

Through counselors, homeroom teachers, and a high school assistant director of engagement dedicated to the current 12th grade class, the school will track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time. Provide intensive, individualized support, “Preventing Dropout in Secondary Schools,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,379

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
College and Career counselor

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

Strategy/Activity

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,265

Source(s)

Other  
1000-1999: Certificated Personnel Salaries  
Counselor (A-G Grant) (CTEIG)

21,324

Other  
1000-1999: Certificated Personnel Salaries  
CTE teacher (CTEIG)

891	LCFF 4000-4999: Books And Supplies APEX Subscription for Advanced Placement Courses
672	Other 4000-4999: Books And Supplies CTE Kits and Pathful (CTEIG)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-SO had a graduation rate of 87% which is competitive with the state average. There no data available at this time on College and career readiness indicators. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school assistant director supports the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-SD added the position of counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$60,578
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$377,808.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$28,641.00

Subtotal of additional federal funds included for this school: **\$28,641.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSER III	\$86,687.00
LCFF	\$150,429.00
Other	\$86,495.00
Special Education	\$25,556.00

Subtotal of state or local funds included for this school: **\$349,167.00**

Total of federal, state, and/or local funds for this school: **\$377,808.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
ESSER III	86,687.00
LCFF	150,429.00
Other	86,495.00
Special Education	25,556.00
Title I	28,641.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	209,333.00
2000-2999: Classified Personnel Salaries	36,759.00
4000-4999: Books And Supplies	105,969.00
5000-5999: Services And Other Operating Expenditures	9,493.00
5800: Professional/Consulting Services And Operating Expenditures	16,254.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSER III	27,924.00
4000-4999: Books And Supplies	ESSER III	55,786.00
5000-5999: Services And Other Operating Expenditures	ESSER III	2,977.00
1000-1999: Certificated Personnel Salaries	LCFF	89,449.00

2000-2999: Classified Personnel Salaries	LCFF	8,835.00
4000-4999: Books And Supplies	LCFF	35,135.00
5000-5999: Services And Other Operating Expenditures	LCFF	756.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,254.00
1000-1999: Certificated Personnel Salaries	Other	65,687.00
4000-4999: Books And Supplies	Other	15,048.00
5000-5999: Services And Other Operating Expenditures	Other	5,760.00
1000-1999: Certificated Personnel Salaries	Special Education	25,556.00
1000-1999: Certificated Personnel Salaries	Title I	28,641.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,425.00
Goal 2	86,238.00
Goal 3	77,614.00
Goal 4	65,531.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Tiffany Summers	Parent or Community Member
Amber Walters	Parent or Community Member
Carrie Jamil	Parent or Community Member
Christian Orduno	Secondary Student
Natalie Wakefield	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2023.

Attested:



Principal, Ericka Zemmer on October 25, 2023



SSC Chairperson, Alexis Morfin on October 25, 2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

### Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - Los Angeles	19-75309-0132654	October 25, 2023	November 14, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

**Schoolwide Program**

California Pacific Charter- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achievement in Title 1 schools.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter- Los Angeles (CPC-LA) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

**Focused Support:** We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

**Data-Driven Decision Making:** We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

**Family and Community Engagement:** We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

**Professional Development:** Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

**Fiscal Responsibility:** We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

**Continuous Improvement:** We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-LA's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

Based on the responses of the LCAP Input Survey:

### DATA

Education partners actively participate in annual surveys that address the sense of safety and school connectedness. 182 students in CPC-LA participated in the school climate survey that was available to all grade levels K-12. Participation rates were as follows: 6 students in grades K-5, 38 students in grades 6-8, and 138 students in grades 9-12. 99.5% of students agreed that their teacher cares about their education and helps them to succeed. 98.4% of students indicated that they feel safe and welcome to meet with their teacher to discuss their school work. 95.1% of students indicated that if they have a problem, they know someone at school they can talk to for support. 96.2% of students stated that overall, they feel satisfied with their school.

### MEANING

Areas of strength are that the survey results indicate that, CPC-LA has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing the grade level representation regarding participation in the survey.

### USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide

clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In an effort to effectively use state and local assessments to modify instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCSD establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education data dashboards for both the local assessment Renaissance STAR and CAASPP. CPC-SD has changed from using NWEA MAPS in the 2022-23 school year to Renaissance STAR for the local assessment platform in 2023-24.

CPC-LA acknowledges that the data shows a need for improvement in state assessments, particularly in the area of Math. Students with disabilities and English Learners in both ELA and Math are not meeting performance goals.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. School leadership works with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners are provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers in the M.A.R.S. (Math and Reading Success) program. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings will be provided as needed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. CPCS is partnering with the San Diego County Office of Education (SDCOE) to participate in their Educator Effectiveness and Evaluation (E3) Academy to improve the staff evaluation process and better align it to the professional standards, the school's mission and vision, and individual staff professional development needs. CPCS will utilize Educator Effectiveness Block Grants to improve the access that teachers have to professional development opportunities which will increase teacher effectiveness.



## Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

### Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need. For the 22-23 school year, CPCS-SD has launched a new professional platform- Alludo. This houses a multitude of professional development topics, including SBE-adopted instructional materials, and other resources that afford teachers the opportunity to engage in a personalized pathway for professional development that ties into their SMART goals for the current school year. Staff are required to complete a minimum of 5 modules or 5 hours of professional development each school year in Alludo.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

### Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive ongoing training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

### Meets performance goal

At CPCS, our commitment to fostering excellence in education is unwavering. We provide continuous instructional assistance and support for our teachers through various avenues.

1. Alludo Professional Development Platform: Our educators benefit from the Alludo Professional Development Platform, a cutting-edge tool that offers ongoing support and resources to enhance their teaching skills and effectiveness.
2. Guest Speakers on DEI and Education in AI: CPCS invites expert guest speakers who address crucial topics in education, including Diversity, Equity, and Inclusion (DEI) and the latest developments in artificial intelligence (AI). These sessions spark important discussions and promote inclusivity among our educators.
3. Trained Instructional Coaches: We have a team of highly trained instructional coaches who serve as thought partners and mentors to our teachers. They work closely with educators to personalize their professional development and enhance their teaching techniques.
4. SMART Goals Aligned with CSTPs: Our teachers set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in collaboration with their supervisors at the beginning of each school year. These goals are closely aligned with the California Standards for the Teaching Profession (CSTPs).
5. Robust Continuum of Professional Development: Throughout the year, teachers meet with their supervisors to explore the extensive range of professional development opportunities available. They select workshops and resources tailored to their individual goals, ensuring meaningful and measurable progress in their professional development.

At CPCS, we are dedicated to empowering our educators with the support, knowledge, and resources they need to provide exceptional education to our students, making it a hub of continuous growth and excellence in the field of education.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Meets performance goals

Teacher collaboration occurs during school retreats, staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

#### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Both curriculum platforms are content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Proctored local assessments through Renaissance STAR are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth. The Freckle support curriculum is utilized to support students in accelerating learning.

## Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

### Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, teacher facilitators, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

## Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

### Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) intervention program to support the individual needs of students have have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention coordinator to work on individual goals.

## Availability of standards-based instructional materials appropriate to all student groups (ESEA)

### Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Accelerate, are standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Lexia ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

## Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Accelerate program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved Renaissance STAR local assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Freckle) to engage students in a personalized learning plan established to support academic gaps for each individual child.

CPC-LA added math Pathways in Middle School to better support student skill gaps in Math. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

## Evidence-based educational practices to raise student achievement

### Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Program Directors and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, “Preventing Dropout in Secondary Schools.”

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 6-10 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. “Check & Connect,” model to promote students’ engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students’ levels of academic performance and provide targeted interventions for struggling students.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CPCS parents and students sign a Master Agreement that outlines CPCS's, virtual independent study program which is a school of choice, and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds, including Title I, ESSER III, Learning Recovery Block Grant, A-G Access Grant/A-G Learning Loss Mitigation Grant, and CTEIG, collectively provide essential services aimed at helping underperforming students reach academic standards. Title I funds support two full-time intervention teachers and two tutors, offering personalized assistance to struggling students. Title 1 funds also support English Learners with designated ELD curriculum. ESSER III funds are utilized for the provision of tutors, Chromebooks, and summer school programs, ensuring students have the tools and support necessary for academic success. Additionally, ESSER III funds cover school psychologist interns who provide direct social emotional learning services to students. The Learning Recovery Block Grant is used for Renaissance Learning, Inc., which aids in identifying and addressing learning gaps and funds supplemental curriculum for learning acceleration. The A-G Access Grant/A-G Learning Loss Mitigation Grant allocates 50% salary and benefits for a counselor, who plays a crucial role in designing and implementing programs to mitigate learning loss. Additionally, CTEIG resources support two teachers, 50% salary and benefits for a college and career counselor, and educational platforms like Pathful and Edgenuity, particularly in CTE classes, allowing students to access high-quality career and technical education. These categorical funds work together to provide a comprehensive set of services, ensuring that students who are not yet meeting performance goals have the necessary support, resources, and opportunities to meet academic standards and thrive in their educational journeys.

Fiscal support (EPC)

Title I Funds, ESSER III Funds, Learning Recovery Block Grant, A-G Access Grant, A-G learning Loss Mitigation Grant, CTEIG

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Virtual staff meeting to review School Plan for Student Achievement was held on October 23, 2023  
Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 25, 2023  
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 14, 2023.



## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The planning process included the review of the California Pacific Charter School budget and the funds available to provide resources for our ALL students including Socioeconomically Disadvantaged students as indicated in the evidence-based intervention plan. The school did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.28%	0.28%	1	1	1
African American	7.4%	8.54%	9.12%	24	31	32
Asian	1.5%	2.75%	2.85%	5	10	10
Filipino	1.9%	0.83%	1.14%	6	3	4
Hispanic/Latino	50.0%	48.76%	53.85%	162	177	189
Pacific Islander	0.3%	%	0%	1	0	0
White	29.9%	28.10%	23.65%	97	102	83
Multiple/No Response	7.4%	7.16%	5.98%	24	26	21
<b>Total Enrollment</b>				324	363	351

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	3	21	10
Grade 1	6	13	20
Grade 2	6	15	11
Grade3	12	10	16
Grade 4	8	18	17
Grade 5	12	12	14
Grade 6	10	29	17
Grade 7	23	23	28
Grade 8	22	26	35
Grade 9	41	25	31
Grade 10	44	38	31
Grade 11	51	53	57
Grade 12	86	80	64
<b>Total Enrollment</b>	324	363	351

**Conclusions based on this data:**

1. CPC-LA saw an increase in enrollment during 20-21. This is potentially due to families that were looking for a more favorable online alternative to distance learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.
2. CPCS-LA is a school with diverse learners. White and Hispanic student groups comprise just under 60% of enrolled students, CPC-LA enrolls approximately 9% African American students and 3% Asian students.
3. The majority of CPC-LA's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why improving the school's graduation rate graduation rate and college and career readiness is a concentrated school initiative.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	9	17	13	2.8%	4.7%	3.7%
Fluent English Proficient (FEP)	53	41	49	16.4%	11.3%	14.0%
Reclassified Fluent English Proficient (RFEP)	1			11.1%		

### Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-LA makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 23-24 SY. The number of EL students was not high enough to require an ELAC for the 22-23 SY, however support will continue for families whose first language is a language other than English. the #L enro;ent fpor 23-24 will be high enough to hold ELAC meetings.
3. CPC-LA continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12	11	18	10	10	17	10	10	17	83.3	90.9	94.4
Grade 4	8	15	14	6	15	13	6	15	13	75.0	100.0	92.9
Grade 5	11	9	17	10	9	17	10	9	17	90.9	100.0	100.0
Grade 6	10	29	16	7	29	15	7	29	15	70.0	100.0	93.8
Grade 7	26	26	29	22	26	27	22	26	27	84.6	100.0	93.1
Grade 8	23	28	40	19	27	40	19	27	40	82.6	96.4	100.0
Grade 11	64	51	69	57	48	68	57	48	68	89.1	94.1	98.6
All Grades	154	169	203	131	164	197	131	164	197	85.1	97.0	97.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	2416.	*	*	23.53	*	*	17.65	*	*	23.53	*	*	35.29
Grade 4	*	2410.	2412.	*	13.33	15.38	*	13.33	7.69	*	26.67	30.77	*	46.67	46.15
Grade 5	*	*	2453.	*	*	17.65	*	*	23.53	*	*	11.76	*	*	47.06
Grade 6	*	2479.	2433.	*	10.34	0.00	*	13.79	20.00	*	34.48	6.67	*	41.38	73.33
Grade 7	2502.	2531.	2506.	13.64	15.38	11.11	22.73	26.92	33.33	18.18	23.08	22.22	45.45	34.62	33.33
Grade 8	2527.	2484.	2523.	5.26	7.41	5.00	36.84	18.52	25.00	21.05	29.63	30.00	36.84	44.44	40.00
Grade 11	2593.	2537.	2530.	21.05	18.75	11.76	43.86	20.83	23.53	14.04	14.58	22.06	21.05	45.83	42.65
All Grades	N/A	N/A	N/A	16.03	13.41	11.17	32.06	21.95	23.35	22.14	22.56	22.34	29.77	42.07	43.15

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	12.50	*	*	52.50	*	*	35.00
<b>Grade 11</b>	33.33	18.75	17.65	45.61	45.83	55.88	21.05	35.42	26.47
<b>All Grades</b>	21.37	15.24	13.71	54.96	53.66	55.33	23.66	31.10	30.96

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	10.00	*	*	42.50	*	*	47.50
<b>Grade 11</b>	22.81	22.92	13.24	59.65	33.33	48.53	17.54	43.75	38.24
<b>All Grades</b>	16.79	13.41	10.15	55.73	39.63	46.19	27.48	46.95	43.65

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	10.00	*	*	82.50	*	*	7.50
<b>Grade 11</b>	8.77	10.42	8.82	82.46	77.08	69.12	8.77	12.50	22.06
<b>All Grades</b>	9.92	12.80	9.14	75.57	68.29	71.57	14.50	18.90	19.29

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	10.00	*	*	77.50	*	*	12.50
<b>Grade 11</b>	24.56	14.58	8.82	63.16	60.42	72.06	12.28	25.00	19.12
<b>All Grades</b>	19.08	12.20	8.12	64.89	64.63	69.54	16.03	23.17	22.34

**Conclusions based on this data:**

1. CPC-LA met the goal of having a participation rate of over 95%.
2. Student academic performance in the are of ELA continues to be an area of growth. CPC-LA will use internal assessment to continue to support student academic achievement. CPC-LA anticipates at least a 2% increase of students who meet or exceeded the standard in ELA in Spring 2024.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to supprt all students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12	11	18	10	10	17	10	10	17	83.3	90.9	94.4
Grade 4	8	15	14	6	15	13	6	15	13	75.0	100.0	92.9
Grade 5	11	9	17	10	9	17	10	9	17	90.9	100.0	100.0
Grade 6	10	29	16	7	29	16	7	29	16	70.0	100.0	100.0
Grade 7	26	26	29	22	26	28	22	26	28	84.6	100.0	96.6
Grade 8	23	28	40	19	27	40	19	27	40	82.6	96.4	100.0
Grade 11	64	51	69	57	48	68	57	48	68	89.1	94.1	98.6
All Grades	154	169	203	131	164	199	131	164	199	85.1	97.0	98.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	2403.	*	*	11.76	*	*	29.41	*	*	11.76	*	*	47.06
Grade 4	*	2410.	2429.	*	6.67	7.69	*	0.00	15.38	*	46.67	23.08	*	46.67	53.85
Grade 5	*	*	2431.	*	*	17.65	*	*	5.88	*	*	23.53	*	*	52.94
Grade 6	*	2498.	2412.	*	13.79	0.00	*	13.79	12.50	*	34.48	25.00	*	37.93	62.50
Grade 7	2499.	2512.	2504.	9.09	7.69	10.71	18.18	19.23	21.43	22.73	34.62	25.00	50.00	38.46	42.86
Grade 8	2461.	2462.	2505.	0.00	3.70	12.50	5.26	14.81	12.50	31.58	14.81	22.50	63.16	66.67	52.50
Grade 11	2515.	2497.	2480.	7.02	4.17	4.41	3.51	8.33	5.88	28.07	27.08	23.53	61.40	60.42	66.18
All Grades	N/A	N/A	N/A	7.63	8.54	8.54	9.16	11.59	12.56	28.24	30.49	22.61	54.96	49.39	56.28



<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	17.50	*	*	37.50	*	*	45.00
Grade 11	3.51	4.17	5.88	36.84	33.33	33.82	59.65	62.50	60.29
All Grades	6.87	12.80	10.10	41.22	35.98	35.35	51.91	51.22	54.55

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	12.50	*	*	52.50	*	*	35.00
Grade 11	7.02	4.17	4.41	59.65	58.33	54.41	33.33	37.50	41.18
All Grades	9.16	9.15	8.54	54.20	51.22	49.75	36.64	39.63	41.71

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	10.00	*	*	42.50	*	*	47.50
Grade 11	8.77	4.17	7.35	61.40	66.67	52.94	29.82	29.17	39.71
All Grades	10.69	6.71	7.04	54.96	61.59	51.26	34.35	31.71	41.71

**Conclusions based on this data:**

- Overall, CPC-LA met the goal of 95% participation rate.
- Student academic performance in Math continues to be an area of growth. CPC-LA anticipates at least a 2% increase of students who met or exceeded the standard in Math. in Spring 2023.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades										12	15	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	33.33		*	33.33		*	20.00		*	13.33		*	15	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	46.67		*	40.00		*	0.00		*	13.33		*	15	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	20.00		*	33.33		*	20.00		*	26.67		*	15	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	*	13.33		*	80.00		*	6.67		*	15	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	*	53.33		*	33.33		*	13.33		*	15	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	*	13.33		*	60.00		*	26.67		*	15	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	*	26.67		*	53.33		*	20.00		*	15	

**Conclusions based on this data:**

1. Students will continue to receive both integrated and designated ELD supports, with a focus on improving writing skills.
2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>363</b>	<b>62.5</b>	<b>4.7</b>	<b>1.1</b>
Total Number of Students enrolled in California Pacific Charter - Los Angeles.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.7
Foster Youth	4	1.1
Homeless	4	1.1
Socioeconomically Disadvantaged	227	62.5
Students with Disabilities	64	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	8.5
American Indian	1	0.3
Asian	10	2.8
Filipino	3	0.8
Hispanic	177	48.8
Two or More Races	26	7.2
Pacific Islander		
White	102	28.1

**Conclusions based on this data:**

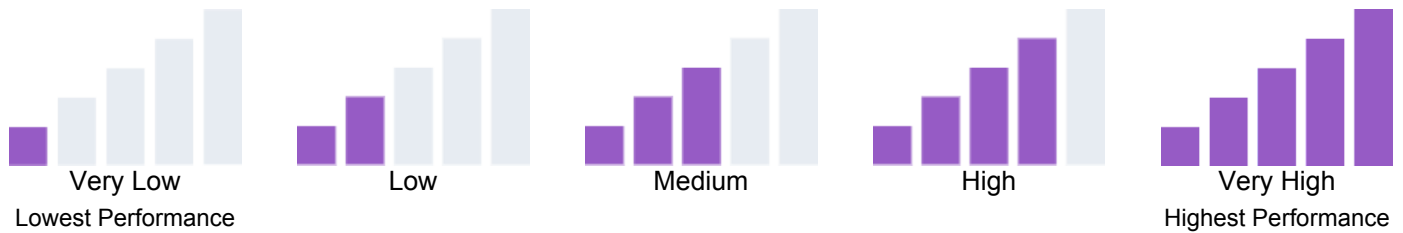
1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training at the beginning of the 22-23 SY so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.
2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments.
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teacher will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  Medium	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Low	<b>Chronic Absenteeism</b>  High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Graduation rates have increased from prior years and the school has exited from CSI as a result.
2. Chronic Absenteeism rates are high, but decreased by 4% from the previous year. The school continues to identify chronic absenteeism as an area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

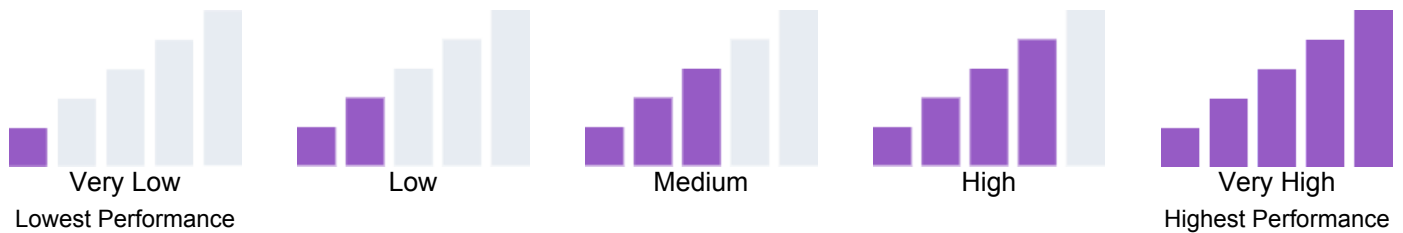


# School and Student Performance Data

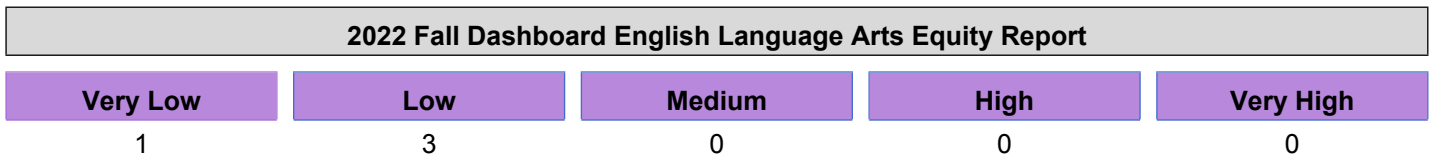
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

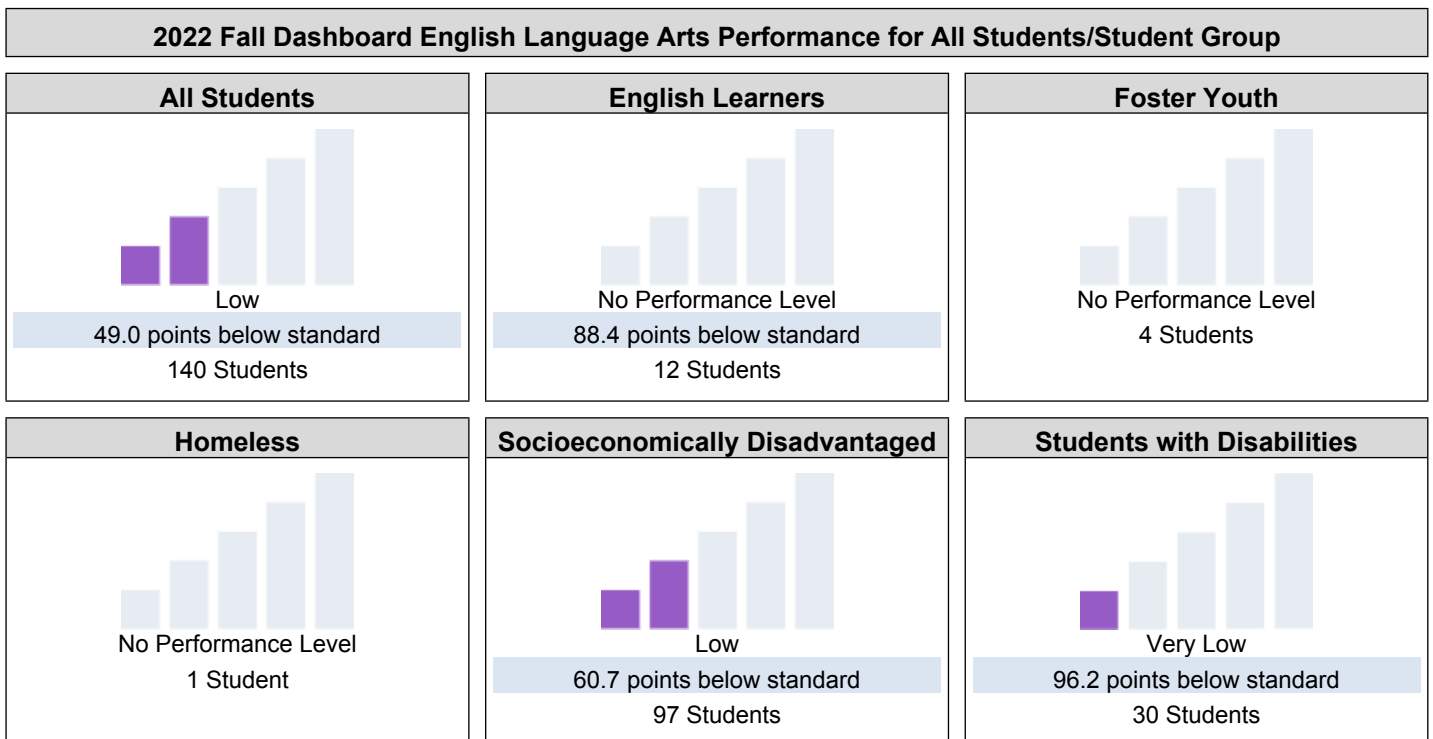
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



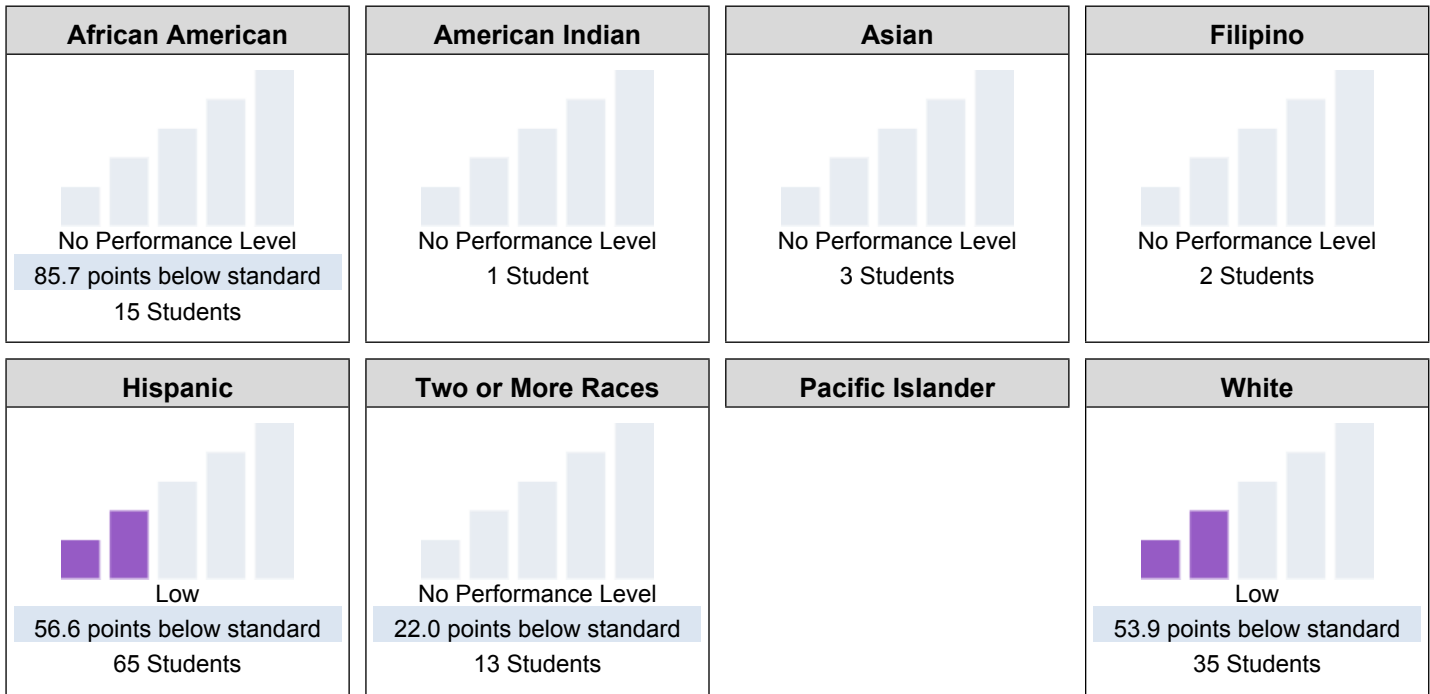
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
5 Students	7 Students	52.4 points below standard
		119 Students

**Conclusions based on this data:**

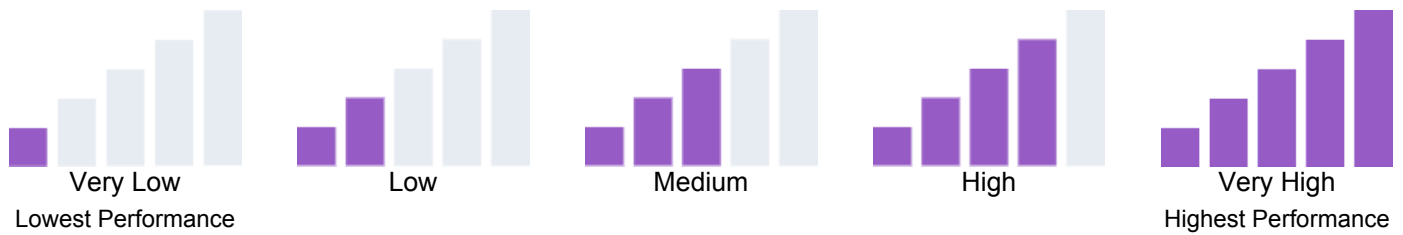
- English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This student group experienced a decline from the previous year and is an identified area of need that will be addressed through the K-8 and high school ELD programs and test readiness school initiatives.
- Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This at promise group experienced a decline from the previous year and is an identified area of need that will be addressed through our K-8 Math and Reading Success (M.A.R.S.) intervention program.
- Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. This student group experienced a decline from the previous year and is an identified area of need that will be address through the IEP and SELPA targeted review process and with members of our special education department and with related service providers.

# School and Student Performance Data

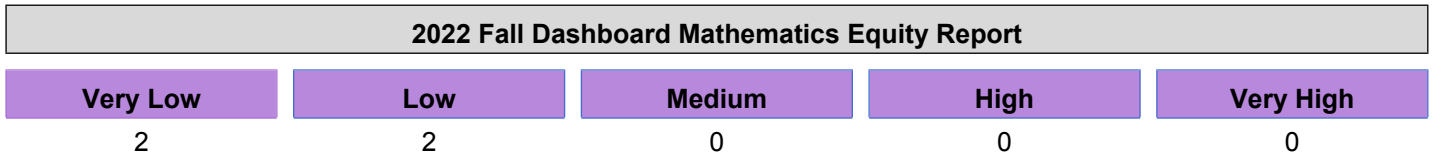
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

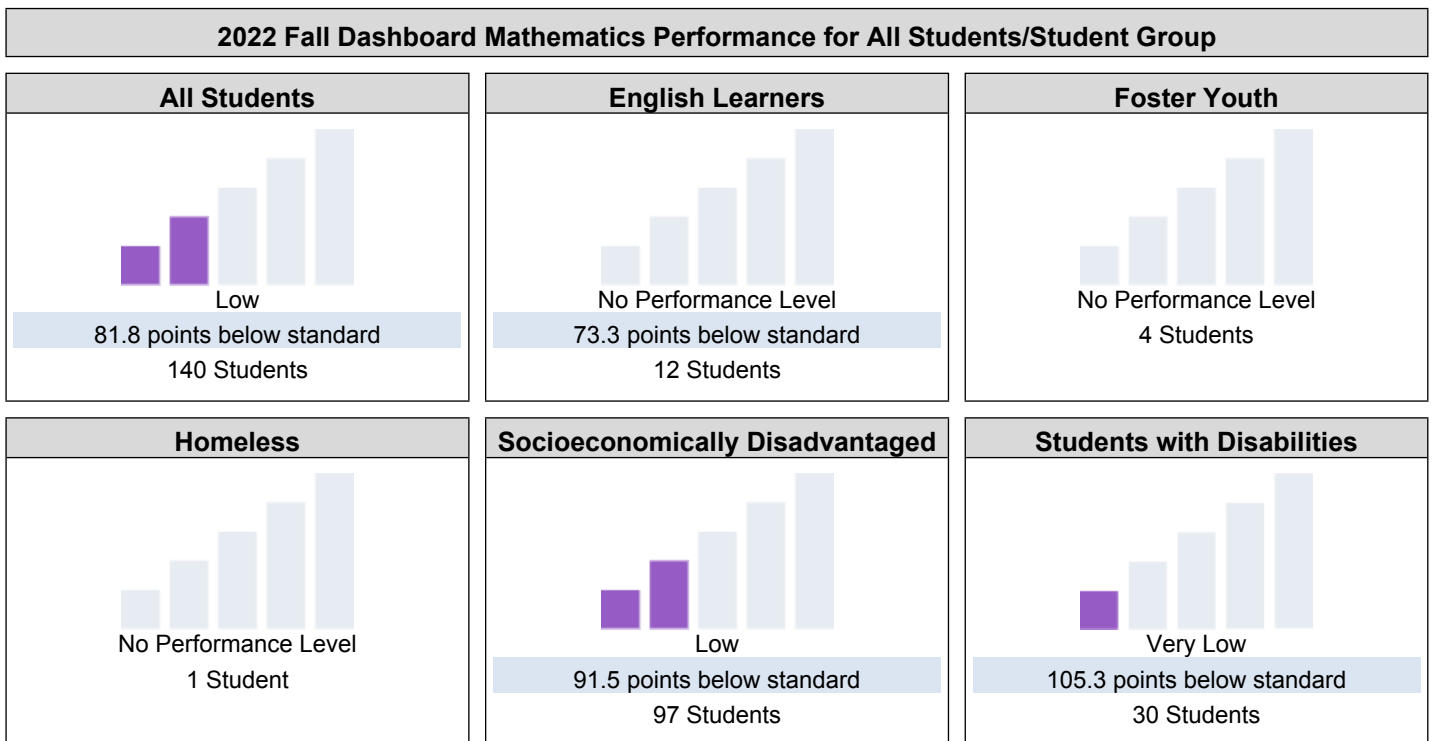
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

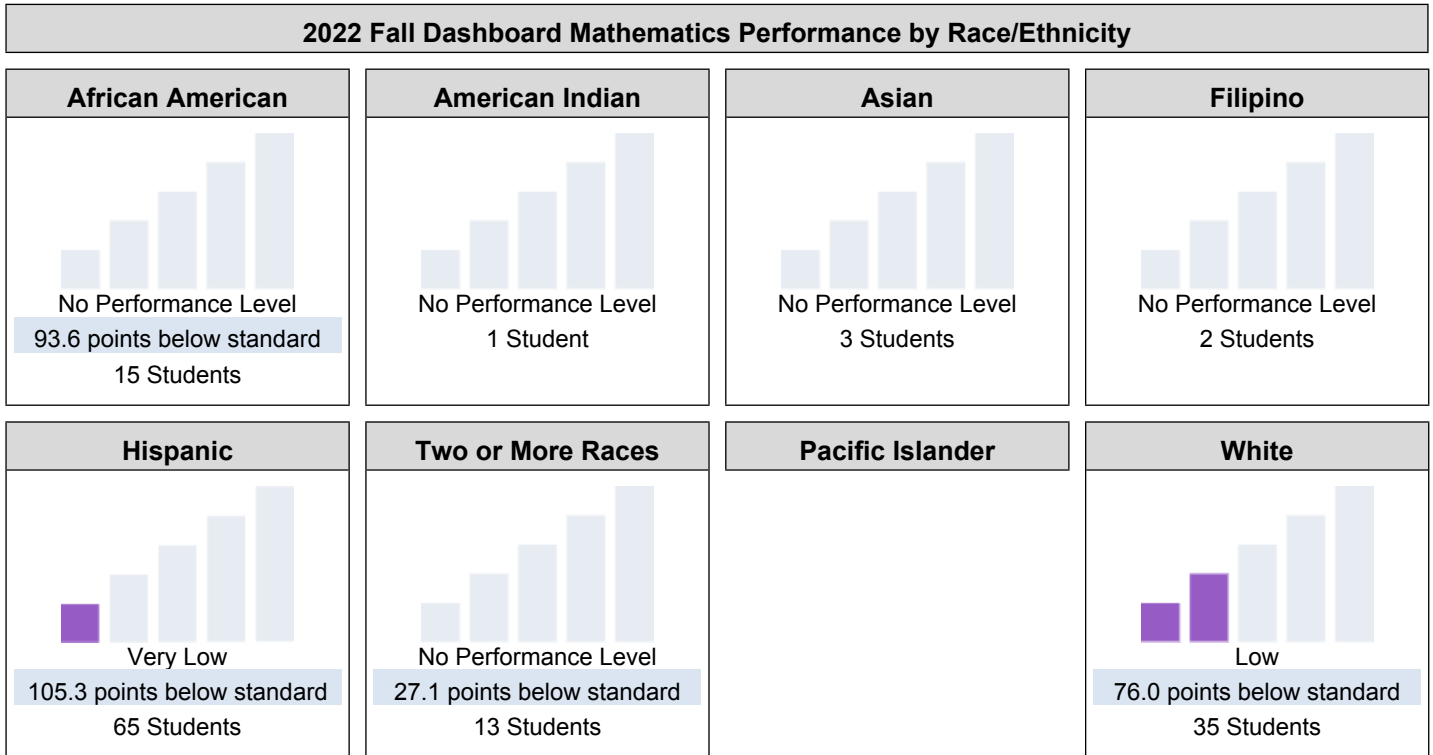


This section provides number of student groups in each level.

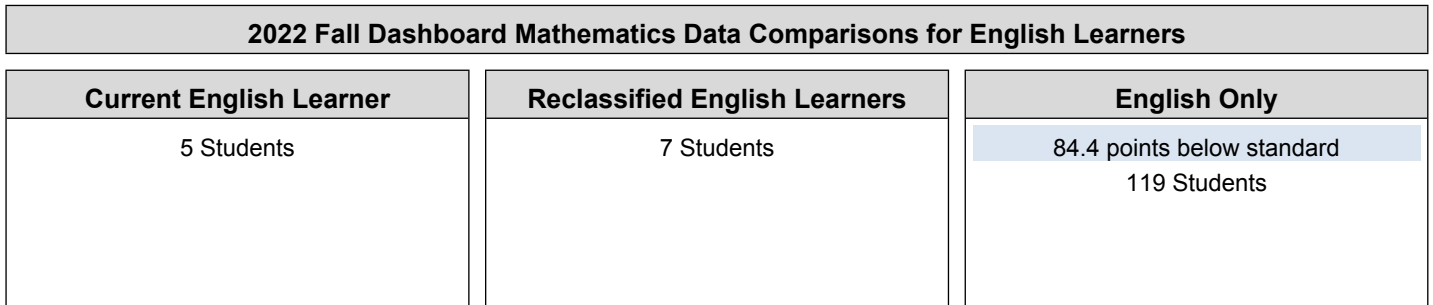


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics



**Conclusions based on this data:**

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
2. Socio economically disadvantaged students are performing below the standard at a rate higher than their grade level peers. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

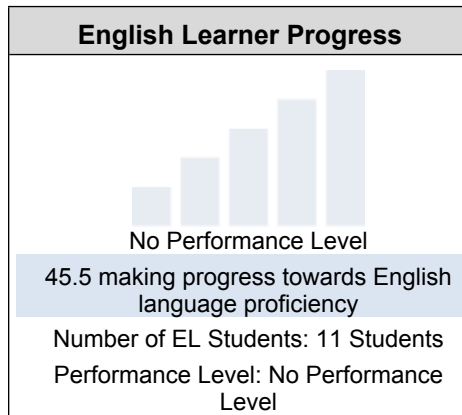
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	36.4%	0.0%	45.5%

**Conclusions based on this data:**

- 45.5% of English Learners made progress towards English language proficiency.
- 18.2% of English Learners decreased one level towards English language proficiency. This will be addressed in the school's comprehensive ELD program and students will receive targeted support in the areas of listening, speaking, reading, and writing to ensure that all English Learners are making progress toward English language proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

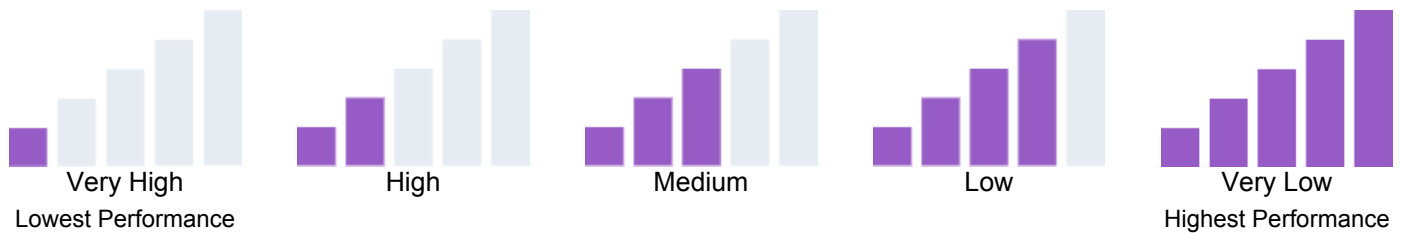
1. This is an identified area of need for growth. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 23-24SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

# School and Student Performance Data

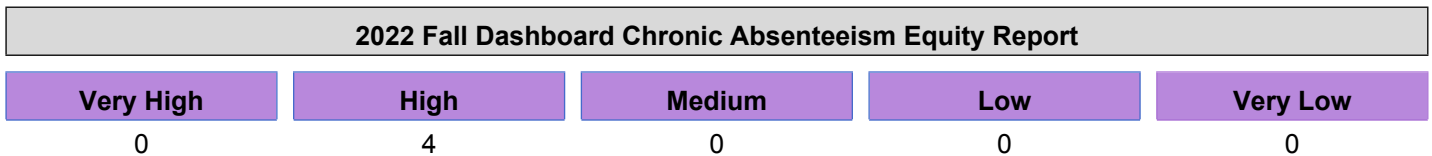
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

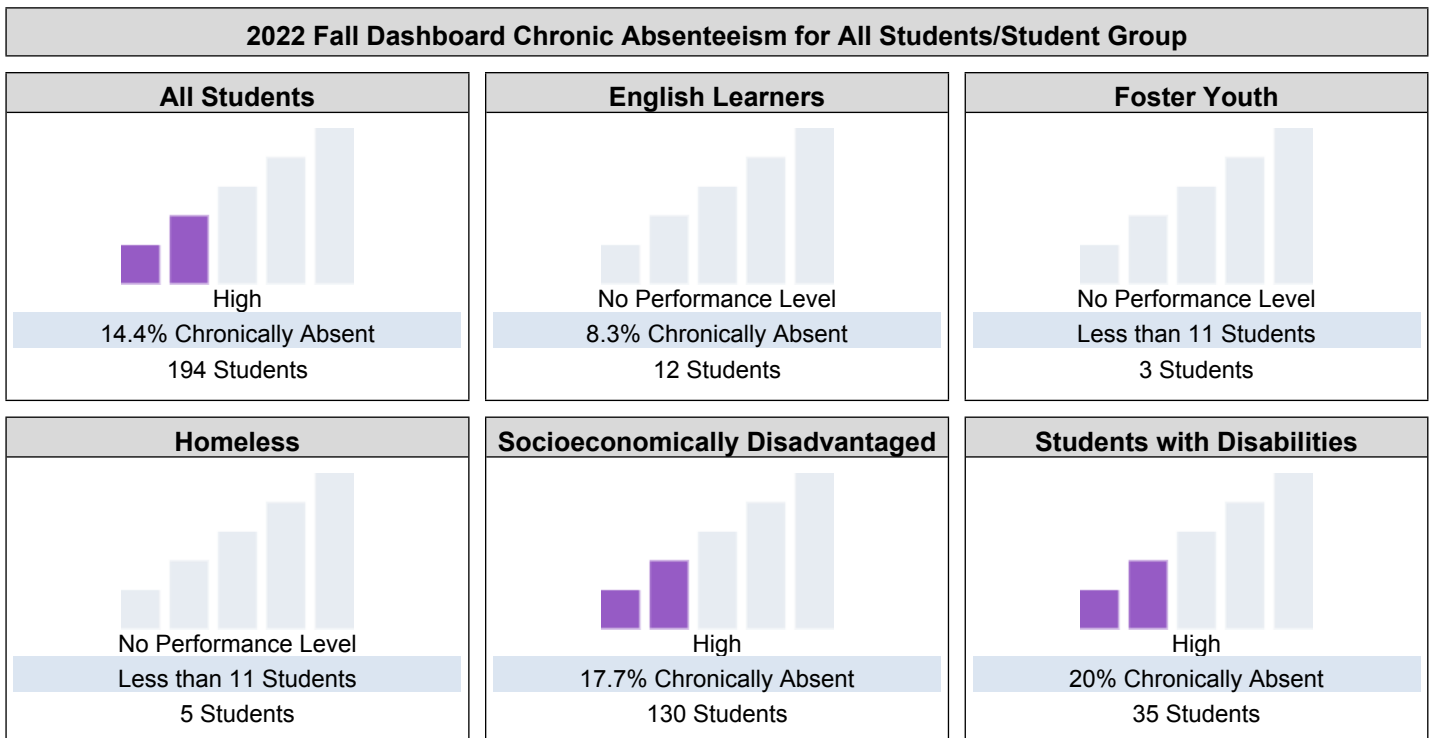
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



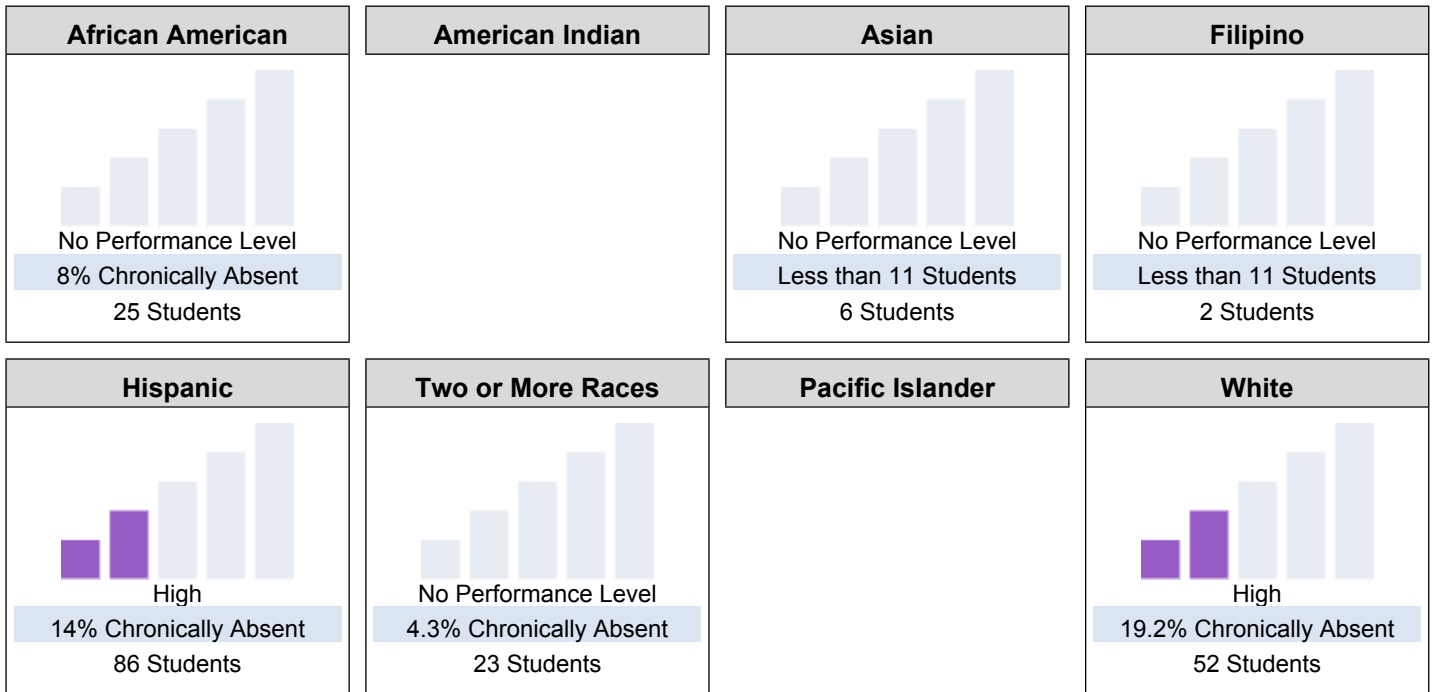
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

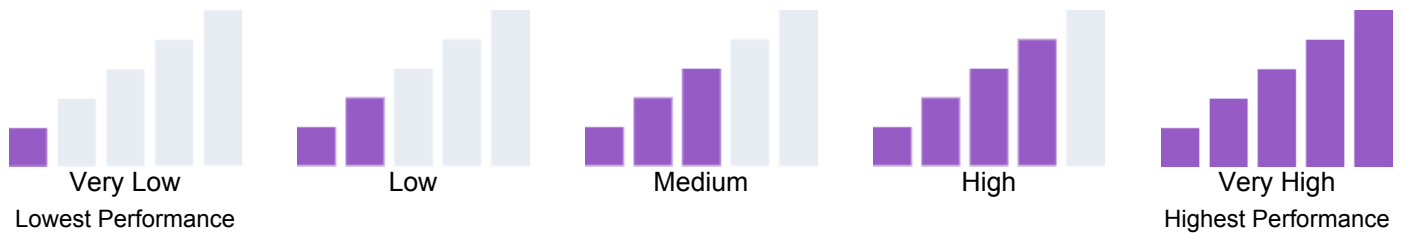
1. CPC-LA decreased chronic absenteeism by 4%, however acknowledges that this continues to be an area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area.
2. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.



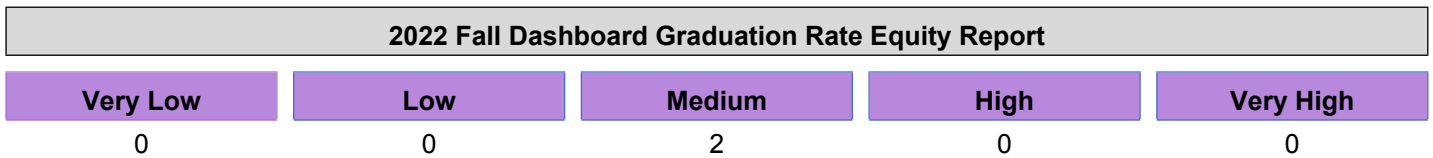
# School and Student Performance Data

## Academic Engagement Graduation Rate

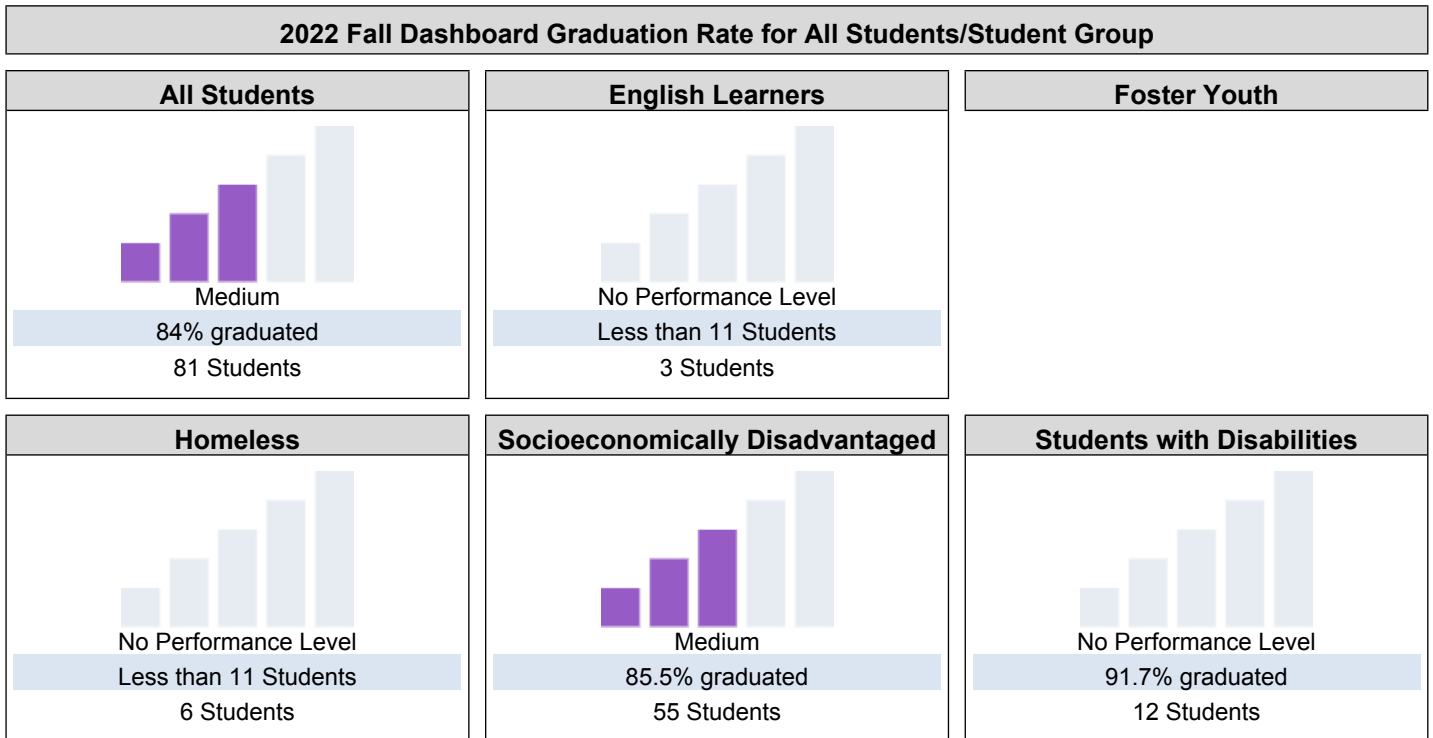
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

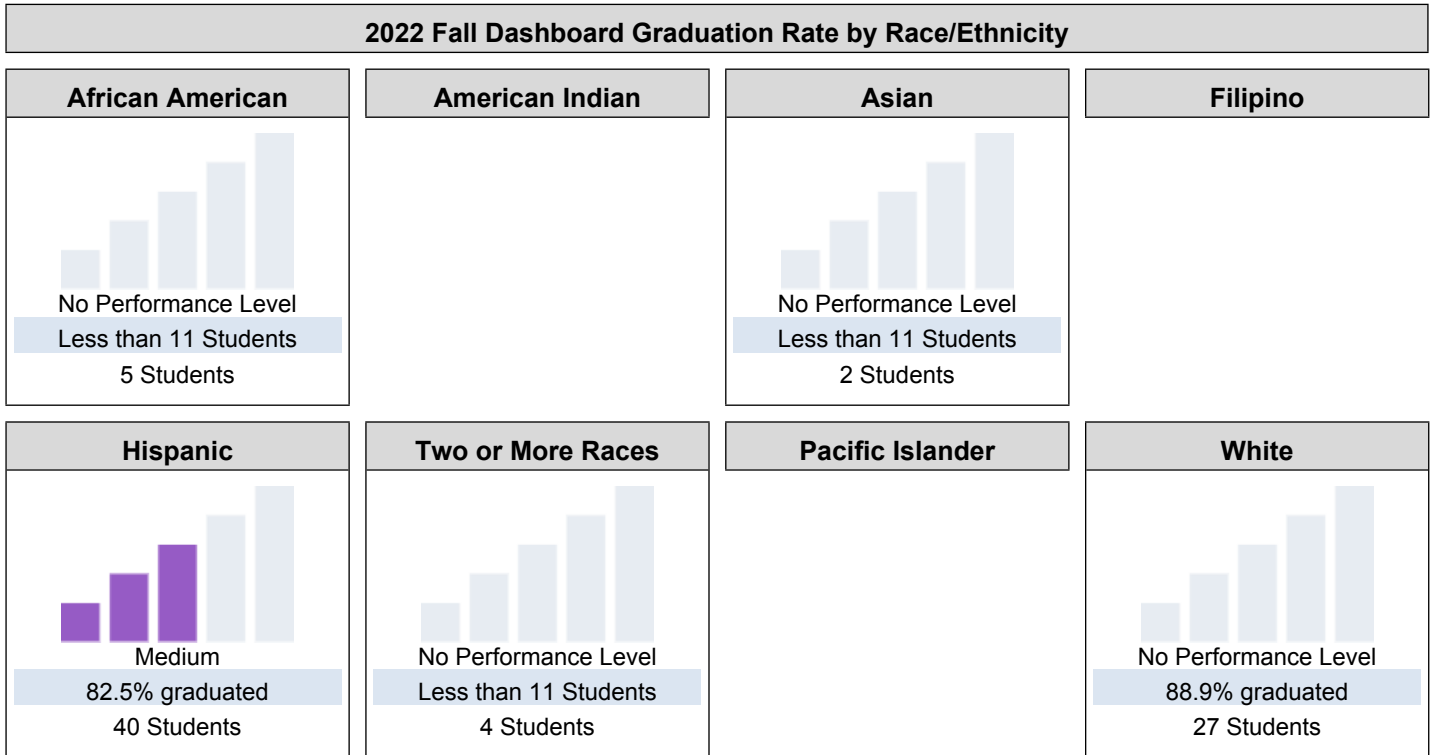


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**Conclusions based on this data:**

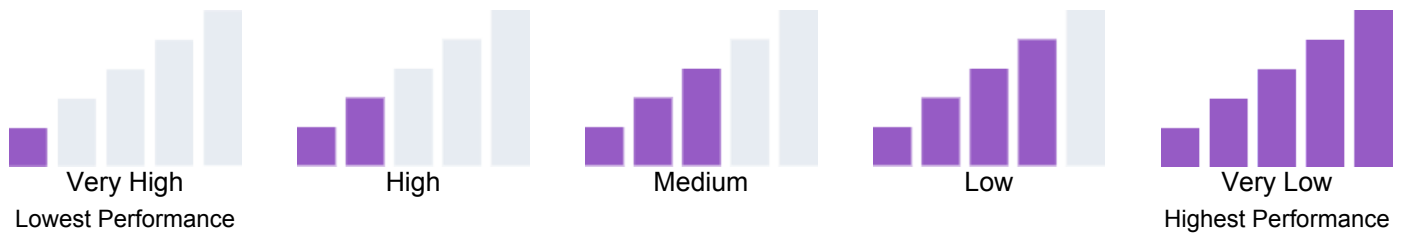
1. CPC-LA has a graduation rate of 84% and has exited CSI.
2. At promise socioeconomically disadvantaged youth experienced a 5.6 point gain and are graduating at a slightly higher rate compared to their grade level peers.
3. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to affect change in this area, as it an identified area of growth and a focused school initiative to make improvements in this area.

# School and Student Performance Data

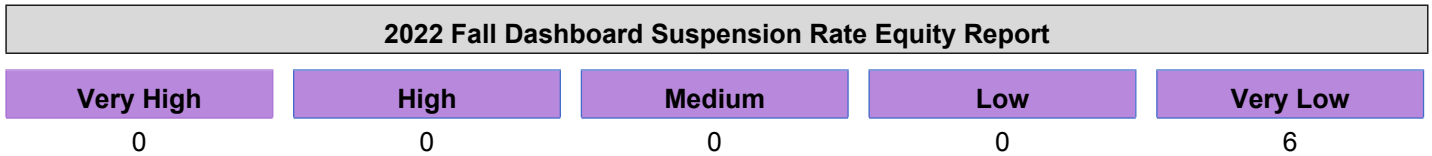
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

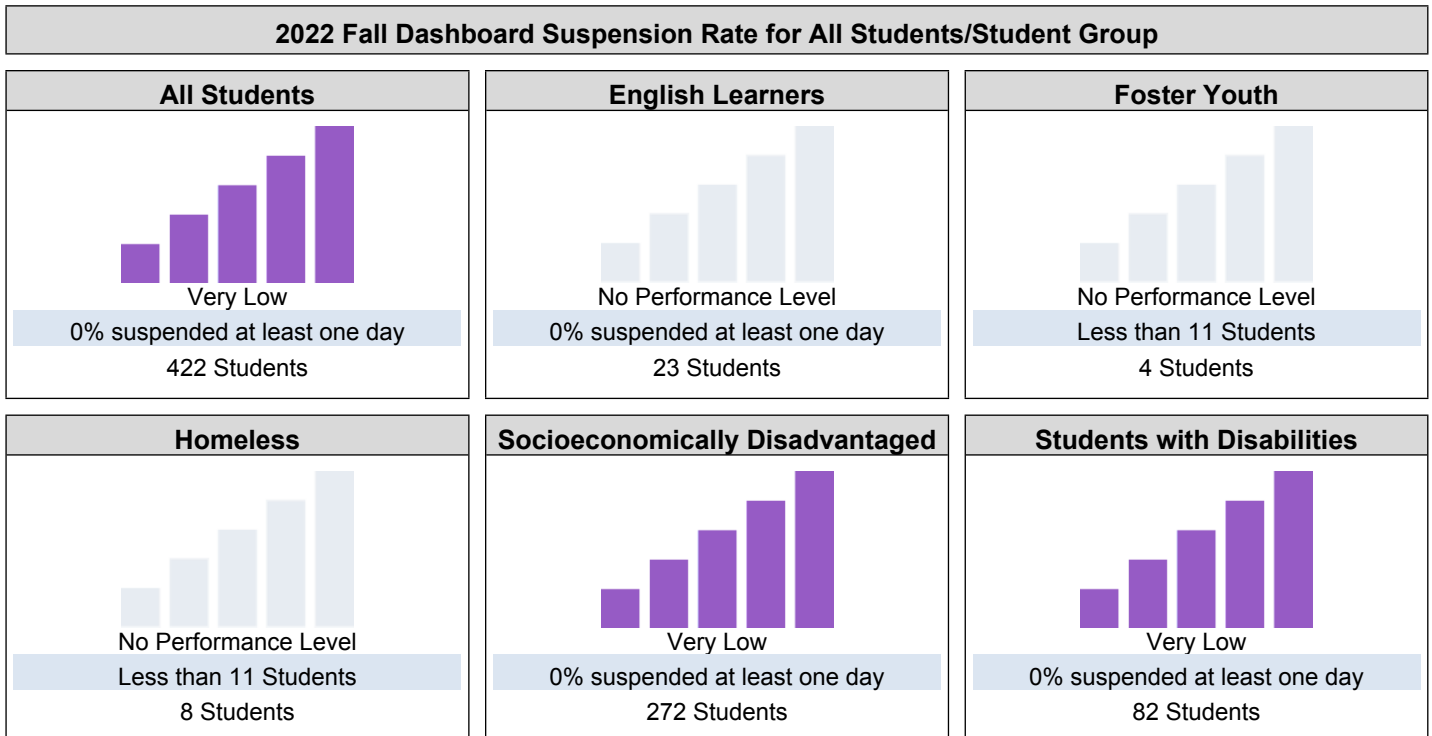
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



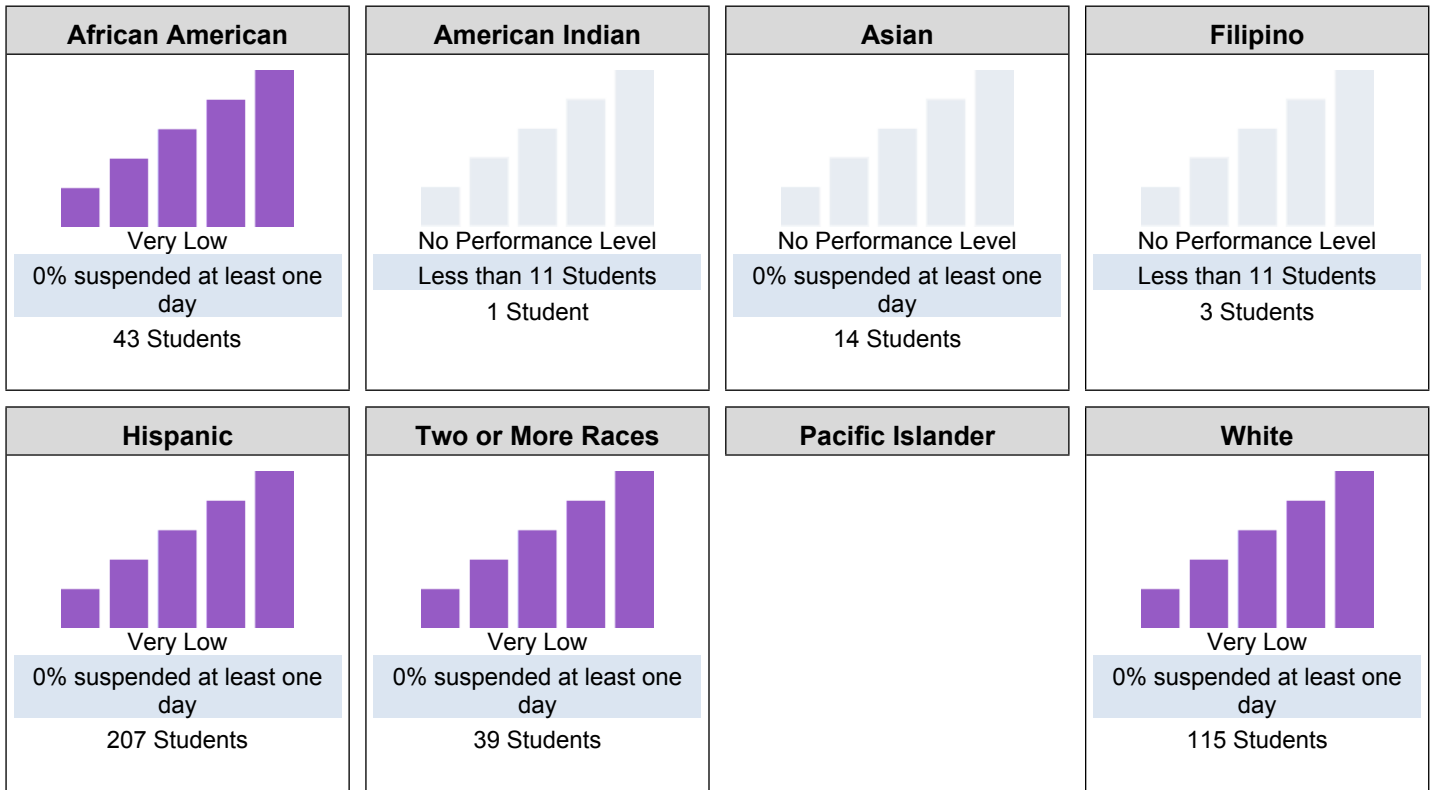
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. CPC-LA offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, and other unduplicated student groups and students with disabilities.

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is from Edgenuity, Odysseyware, and Florida Virtual. Edgenuity and Odysseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer-based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odysseyware computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

## Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

## Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	34.5% of students Met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.
CAASPP Math	21.1% of students met or exceeded the standard in the 2022-23 SY.	Increase performance outcomes by 2% for the current year.
Percent Participation in internal diagnostic assessment	95% student participation	95% student participation
Growth Metrics on internal diagnostic assessment	A new baseline will be established with the implementation of Renaissance STAR.	TBD
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Evidence based interventions:

Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.

MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.

Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: K - 8 Intervention teacher to increase and improve student academic growth.

Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are

continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.

eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive Diagnostic Model Approach, 2019.

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.

WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
7,005	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education-Data Science Dashboard and Analysis
79,557	Title I 1000-1999: Certificated Personnel Salaries (2) K-8 Intervention Teachers
9,915	Other 4000-4999: Books And Supplies Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
750	LCFF 1000-1999: Certificated Personnel Salaries

	PLC Coordinator
77,568.59	ESSER III 2000-2999: Classified Personnel Salaries Tutors

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

The base curriculum used by CPCS is from Edgenuity and Accelerate. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their school issued device. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Renaissance STAR diagnostic assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who do not have access to connectivity are loaned a device (hotspot) and to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity. In order to provide academic support for students, CPCS-LA will run Virtual Learning Hubs daily. A lead tutor has been hired to run the Virtual Learning Hub.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,236	LCFF 4000-4999: Books And Supplies Curriculum (Grades 6-12)
35,626	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
24,543	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub
113,985	ESSER III 4000-4999: Books And Supplies Curriculum BrainPOP, and Edgenuity
27,375	Other 4000-4999: Books And Supplies Renaissance Learning & Boardworks (LREBG)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)



Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually and achieved a participation rate that exceeded 95%. Students at CPC-LA are not yet meeting expected performance outcomes on CAASPP in the areas of ELA and MATH. Renaissance STAR has been adopted and implemented for the 23-24 school year and administered in Fall of 2023. Because of the switch to the new local assessment that will be a more

accurate predictor of performance in state assessments, the 23-24 data will serve as a baseline for local assessment. Completion rates for Middle school are increasing but will be an area of continued focus for growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 22-23 school year included proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. These interventions will be continued in the 23-24 school year. The school has adopted a new local assessment, switching from NWEA MAPS to Renaissance STAR and companion curriculum Freckle. The middle school program adopted Math Pathways and will be working on increasing engagement and academic performance for students in Middle School. CPC-LA has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's LCAP, and the ESSER III expenditure plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Promote High Attendance & Positive School Climate

## LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.  
 LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.  
 LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

## Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (What Works Clearinghouse (WWC), NCEE 2017-4028 U.S. Department of Education, What Works Clearinghouse (WWC), NCEE 2017-4028 U.S. Department of Education.

## Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CPCS a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CPCS has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism decreased by 4% from 2021-22 to 2022-23.	Decrease by at least 2% in the currently year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).  
 Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hire a HS engagement coordinator to assist with holding meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

64,162

#### Source(s)

Other  
 1000-1999: Certificated Personnel Salaries  
 Assistant Director of High School Engagement  
 (LCFF/CTEIG)

65,762

LCFF  
 1000-1999: Certificated Personnel Salaries  
 Assistant Director of K-8

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

101,800

#### Source(s)

ESSER III  
 4000-4999: Books And Supplies

	Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
38,238	LCFF 5800: Professional/Consulting Services And Operating Expenditures IT and Alpha Vision

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. Additionally, CPC-LA decreased it's chronic absenteeism rate by 4% from the pervius year, meeting the goal. The goal will be continued. An additional decrease is expected for the 23-24SY.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 includes HS assistant director of engagement to support the attendance and engagement of HS students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Community Engagement

## LEA/LCAP Goal

- 3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students). Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).
- 3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)
- 3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)
- 3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)
- 3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

## Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

## Identified Need

**Stability Rate: Mobility of Students (Grades 9-12)**  
 CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

**Student Social Emotional Support (All Students)**  
 Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

**Stakeholder Participation and Feedback**  
 CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC as a means of increasing family and community engagement. CPCS will add an ELD coordinator. (Grades K-8)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ ELAC	Established in 20-21 and hold meetings for stakeholder feedback in 21-22	4 meetings held throughout the school year annually
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	15% of EL students Reclassified as Fluent English Proficient	increase by 2% annually the % of students who reclassify as Fluent English proficient

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
118,771	LCFF 1000-1999: Certificated Personnel Salaries School Counselors
70,989	Special Education



1000-1999: Certificated Personnel Salaries  
School Psychologist

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.

LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: ELD Coordinator to improve services and support for English Learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,100

LCFF  
5000-5999: Services And Other Operating Expenditures  
Parent Square- Stakeholder communication platform

7,677

ESSER III  
5000-5999: Services And Other Operating Expenditures  
GoGuardian

3,800	LCFF 1000-1999: Certificated Personnel Salaries K-8 ELD Coordinator
11,665	LCFF 4000-4999: Books And Supplies Zoom and Adobe online classroom subscriptions

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21 and an ELAC. SSC meetings serve as the school's Parent Advisory Committee and are held 4 times annually. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. The RFEP rate for ELs was on par with the state average. Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 has been updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Readiness and Graduation Rate

## LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)  
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.  
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.  
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.  
 LCP: Support students who are at risk of graduating with their 4 year cohort.

## Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

## Identified Need

Increase College and Career Prepared students.  
 “Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.  
 Mobility of Students  
 At California Pacific Charter School's (CPCS) online school is often the choice for families to meet the needs of their students for a defined amount of time before returning back into the traditional local school system. As a result, due to rolling enrollment, CPCS has a continual influx of students throughout the school year. Additionally, having been unsuccessful in school elsewhere, the credit recovery high school program at CPCS Online results in the ongoing enrollment of students to make up credits. These students also withdraw at a higher rate than the average population, to return to their traditional school (after making up credits), due to continued attendance issues.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	87% graduation rate in the 2022-23 SY	Maintain graduation rate in the current SY.
Percentage of High School Students College/Career Prepared	N/A	Increase by 2% annually

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Maintain

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grade 12

**Strategy/Activity**

Through the addition of a counselor and 2 home room teachers dedicated to the current 12th grade class, track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time.

CSI: Provide intensive, individualized support, “Preventing Dropout in Secondary Schools,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
59,386	LCFF 1000-1999: Certificated Personnel Salaries College and career counselor

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

**Strategy/Activity**

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
59,069	Other 1000-1999: Certificated Personnel Salaries Counselor (A-G Grant) (CTEIG)
59,234	Other 1000-1999: Certificated Personnel Salaries CTE teacher (CTEIG)
2,475	LCFF 4000-4999: Books And Supplies APEX Subscription for Advanced Placement Courses
1,867	Other 4000-4999: Books And Supplies CTE Kits and Pathful (CTEIG)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-LA increased their graduation rate, meeting the goal. College and career readiness continues to be an area of need. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school assistant director supports the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-LA added the position of counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G

course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,012
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,104,555.59

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$79,557.00

Subtotal of additional federal funds included for this school: **\$79,557.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSER III	\$301,030.59
LCFF	\$415,357.00
Other	\$237,622.00
Special Education	\$70,989.00

Subtotal of state or local funds included for this school: **\$1,024,998.59**

Total of federal, state, and/or local funds for this school: **\$1,104,555.59**



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
ESSER III	301,030.59
LCFF	415,357.00
Other	237,622.00
Special Education	70,989.00
Title I	79,557.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	581,480.00
2000-2999: Classified Personnel Salaries	102,111.59
4000-4999: Books And Supplies	349,944.00
5000-5999: Services And Other Operating Expenditures	25,777.00
5800: Professional/Consulting Services And Operating Expenditures	45,243.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSER III	77,568.59
4000-4999: Books And Supplies	ESSER III	215,785.00
5000-5999: Services And Other Operating Expenditures	ESSER III	7,677.00
1000-1999: Certificated Personnel Salaries	LCFF	248,469.00

2000-2999: Classified Personnel Salaries	LCFF	24,543.00
4000-4999: Books And Supplies	LCFF	95,002.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	45,243.00
1000-1999: Certificated Personnel Salaries	Other	182,465.00
4000-4999: Books And Supplies	Other	39,157.00
5000-5999: Services And Other Operating Expenditures	Other	16,000.00
1000-1999: Certificated Personnel Salaries	Special Education	70,989.00
1000-1999: Certificated Personnel Salaries	Title I	79,557.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	437,560.59
Goal 2	269,962.00
Goal 3	215,002.00
Goal 4	182,031.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Joelle Merino	Parent or Community Member
Daniel Barth	Parent or Community Member
Camille Jones	Parent or Community Member
Achilles Morales	Secondary Student
Ashlynn Ortegon	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2023.

Attested:



Principal, Ericka Zemmer on October 25, 2023



SSC Chairperson, Alexis Morfin on October 25, 2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

### Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Coversheet

## Renaissance Subscription (Early Renewal)

**Section:** VIII. Education/Student Services  
**Item:** B. Renaissance Subscription (Early Renewal)  
**Purpose:** Vote  
**Submitted by:** Christine Feher  
**Related Material:** Renaissance 24-25.pdf

### BACKGROUND:

Renaissance is a leading provider of educational technology solutions, empowering teachers and students worldwide. With a history dating back to 1986, they offer innovative tools and resources for personalized instruction, assessment, and academic growth. Their flagship product, Renaissance Accelerated Reader, promotes reading, comprehension, and lifelong learning.

CalPac has been successfully utilizing Renaissance STAR testing throughout the year, achieving significant success in monitoring and enhancing student performance. This approach has been a pivotal part of the school's strategy, enhancing the previous MARS intervention program and remediation methods. After comprehensive implementation and positive feedback from staff, administration, and the School Site Council, it's evident that Renaissance STAR testing is a more effective and verifiable data source for tracking student growth. In light of this success, CalPac is eager to secure an early renewal of their contract with Renaissance, aiming to maintain the current year's rates. Early renewal also secures free access to the Accelerated Reader platform and additional resources in Science and Social studies for free. This move not only underlines the commitment to high-quality education standards but also ensures the sustainability of this valuable assessment tool as CalPac's primary, internal method for measuring annual student growth.

### RECOMMENDATION:

It is recommended the Board approve the purchase contract with Renaissance for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

# Renaissance

**Quote**  
# 3049646

2911 Peach Street, Wisconsin Rapids, WI 54494-1905  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

**California Pacific Charter Schools - 8286404**

Reference ID: 676472

940 S Coast Dr Ste 185  
Costa Mesa, CA 92626-1780  
Contact: Erin Rineberg -  
Email: [erineberg@cal-pacs.org](mailto:erineberg@cal-pacs.org)

<b>Quote Summary</b>	
School Count: 3	
Renaissance Products & Services Total	\$44,897.90
Applied Discounts	\$(9,109.50)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD \$35,788.40</b>

**This quote includes: Renaissance Accelerated Reader, Renaissance Freckle and Renaissance Star 360.**


By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice <https://docs.renaissance.com/R63871>

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [  ]

Renaissance Learning, Inc.	California Pacific Charter Schools - 8286404
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 11/9/2023	Date:
	Invoice Date:

**Email:** [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

If your billing address is different from the address at the top of this Quote, please add that billing address below.

**Bill To:**

**If changes are necessary, or additional information is required, please contact your account executive Lisa Bickler at (760)268-9591, Thank You.**

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

# Renaissance

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[www.renaissance.com](http://www.renaissance.com)

**Quote**  
**# 3049646**

## Quote Details

### California Pacific Charter Schools - 8286404

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Data Integration Services</b>					
Custom Data Integration Level 5 Maintenance	07/01/2024 - 06/30/2025	1	\$2,500.00	\$(507.23)	\$1,992.77
<b>Professional Services</b>					
6 Hours of Remote Sessions		1	\$1,500.00	\$(304.34)	\$1,195.66
<b>California Pacific Charter Schools Total</b>				<b>\$(811.57)</b>	<b>\$3,188.43</b>

### California Pacific Charter - San Diego - 8690294

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2024 - 06/30/2025	235	\$7.70	\$(367.12)	\$1,442.38
Freckle ELA add-on Subject Student Subscription	07/01/2024 - 06/30/2025	235	\$9.45	\$(450.58)	\$1,770.17
Freckle Math Student Subscription	07/01/2024 - 06/30/2025	235	\$15.75	\$(750.96)	\$2,950.29
Freckle Science Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48
Freckle Social Studies Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48
Star 360 Subscription	07/01/2024 - 06/30/2025	235	\$14.89	\$(709.96)	\$2,789.19
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2024 - 06/30/2025	1	\$750.00	\$(152.17)	\$597.83
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>California Pacific Charter - San Diego Total</b>				<b>\$(2,643.83)</b>	<b>\$10,386.82</b>

### California Pacific Charter - Sonoma - 8690293

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2024 - 06/30/2025	125	\$7.70	\$(195.29)	\$767.21
Freckle ELA add-on Subject Student Subscription	07/01/2024 - 06/30/2025	125	\$9.45	\$(239.67)	\$941.58
Freckle Math Student Subscription	07/01/2024 - 06/30/2025	125	\$15.75	\$(399.45)	\$1,569.30
Freckle Science Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48
Freckle Social Studies Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48

# Renaissance

# Quote

  
# 3049646

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Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Star 360 Subscription	07/01/2024 - 06/30/2025	150	\$14.89	\$(453.16)	\$1,780.34
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2024 - 06/30/2025	1	\$750.00	\$(152.17)	\$597.83
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>California Pacific Charter - Sonoma Total</b>				<b>\$(1,652.78)</b>	<b>\$6,493.22</b>

## California Pacific Charter- Los Angeles - 8690296

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2024 - 06/30/2025	375	\$7.70	\$(585.86)	\$2,301.64
Freckle ELA add-on Subject Student Subscription	07/01/2024 - 06/30/2025	375	\$9.45	\$(719.00)	\$2,824.75
Freckle Math Student Subscription	07/01/2024 - 06/30/2025	375	\$15.75	\$(1,198.34)	\$4,707.91
Freckle Science Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48
Freckle Social Studies Student Subscription	07/01/2024 - 06/30/2025	100	\$5.25	\$(106.52)	\$418.48
Star 360 Subscription	07/01/2024 - 06/30/2025	375	\$14.89	\$(1,132.91)	\$4,450.84
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2024 - 06/30/2025	1	\$750.00	\$(152.17)	\$597.83
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>California Pacific Charter- Los Angeles Total</b>				<b>\$(4,001.32)</b>	<b>\$15,719.93</b>

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