California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on August 7, 2026 at 4:58 PM PDT

Date and Time

Tuesday August 11, 2026 at 4:00 PM PDT

Location

Holiday Inn Diamond Bar
Room: Gateway 1 & 3
21725 E Gateway Center Dr.
Diamond Bar, CA 91765

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: 962-1927-8970

https://cal-pacs-org.zoom.us/j/96219278970

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-688-7798.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:00 PM**
A.	Call the Meeting to Order		Board Chairperson	2 m
B.	Record Attendance		Board Chairperson	2 m

Roll Call:
Kelly Wylie, Chairperson
Dr. Shirley Peterson, Vice Chairperson
Tanya Rogers, Clerk
Bill Howard, Member
Jason McFaul, Member

II.	**Pledge of Allegiance**			**4:04 PM**
A.	Led by Board Chairperson or designee.		Board Chairperson	2 m
III.	**Approve/Adopt Agenda**			**4:06 PM**
A.	Agenda	Vote	Board Chairperson	2 m

It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of August 11, 2026, as presented.

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul

		Purpose	Presenter	Time

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

IV. Approve Minutes — 4:08 PM

		Purpose	Presenter	Time
A.	Minutes of the Regular Board meeting that was held on June 16, 2026	Approve Minutes	Board Chairperson	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 Chairperson. 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 Chairperson with a written statement and an administrator will provide answers at a later date.

VI. Correspondence/Proposals/Reports — 4:10 PM

		Purpose	Presenter	Time
A.	CalPac School Highlights	Discuss	Christine Feher	5 m

Presented by C. Feher, Superintendent

		Purpose	Presenter	Time
B.	CalPac Financial Update	Discuss	Shannon Green	7 m

Presented by S. Green, Director of Fiscal Services

		Purpose	Presenter	Time
C.	Correspondence from Acton-Agua Dulce Unified School District	Discuss	Shannon Green	2 m

California Pacific Charter Schools has received a satisfactory review of the Annual 2026-27 budget review from Acton-Agua Dulce Unified School District.

		Purpose	Presenter	Time
VII.	**Consent**			**4:24 PM**

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

A.	Consent - Business/Financial Services		Board Chairperson	2 m

1. Check Registers - June 2026 & July 2026
2. J.P. Morgan Statement - June 2026 & July 2026
3. Chase Ink Statement - June 2026 & July 2026
4. Chase End of Day Sweep Investment - June 2026 & July 2026
5. Approval of Harbottle Law Group Agreement
6. Approval of Quarles & Brady Law Firm Engagement Letter
7. Approval of Association of California School Administrators (ACSA) Memberships (Renewals)
8. Approval of 2026-27 Medi-Cal Billing Services Agreement (San Joaquin County Office Of Education Billing Services Agreement)
9. Approval of 2026 IRS Mileage Reimbursement Rate
10. Approval of Surplus of Electronic Devices

B.	Consent - Education/Student Services		Board Chairperson	2 m

1. Approval of 2026-27 Title 1 School-Parent/Guardian Compact
2. Approval of 2026-27 Crescendo Music Program Quote (Renewal)
3. Approval of CSU Admissions Partnership Agreement

C.	Consent - Personnel Services		Board Chairperson	2 m

1. Approval of Personnel Report
2. Approval of Job Description: Instructional Assistant/Tutor

D.	Consent - Policy Development	Vote	Board Chairperson	2 m

Approval of existing board policies revised by staff for the 2026-27 school year.

Board Policies: Reviewed

Purpose Presenter Time

The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation.

1000 Series - Community Relations
1025 - CPCS Uniform Complaint Procedures Policy

6000 Series - Instruction
6005 - CPCS Parent and Family Engagement Policy
6020 - CPCS Education for Homeless Youth
6030 - CPCS Foster and Mobile Youth Policy
6035 - CPCS Math Placement Policy

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

1000 Series - Community Relations
1010 - CPCS Civility Policy
1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy
1035 - CPCS Access to Public Records Policy

5000 Series - Student Services
5050 - CPCS Academic Integrity Policy

6000 Series - Instruction
6010 - CPCS Independent Study Policy
6015 - CPCS Comprehensive Sexual Health Education
6025 - CPCS 504 Policy
6040 - CPCS Local Assessment Policy
6050 - CPCS Virtual Proctoring Policy
6055 - CPCS Adequate Progress Policy
6060 - CPCS SPED Formal Assessment Request
6070 - CPCS SPED Independent Educational Evaluation Policy
6075 - CPCS SPED Certificate of Completion
6095 - CPCS Policy on Repeating Courses
6115 - CPCS Attendance and Involuntary Removal Policy
6125 - CPCS TK - 8 Grade Report Card Policy
6210 - CPCS Graduation Policy

	Purpose	Presenter	Time

9000 Series - Board Policies and Procedures
9100 - CPCS Organization

Consent items listed A through D 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 _____ Seconds by _____ Ayes _____ Nays _____ Absent _____

VIII. Education/Student Services — 4:32 PM

A. Approval of Zoom (Renewal) — Vote — Christine Feher — 5 m

It is recommended the Board approve the contract with Zoom for 2026-27 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $30,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $13,500.00
California Pacific Charter - San Diego (#1758) $10,200.00
California Pacific Charter - Sonoma (#2037) $6,300.00

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

B. Approval of 2026-27 English Learner Master Plan — Vote — Gretchen Chamberlain — 5 m

	Purpose	Presenter	Time

It is recommended the Board approve the 2026-27 English Learner Master Plan for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None

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

C. Approval of 2026-27 Student/Parent Handbook and Annual Notices — Vote — Christine Feher — 5 m

It is recommended the Board approve the 2026-27 Student/Parent Handbook and Annual Notifications for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None

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

D. Ratification of Increased hand2mind Purchasing Authority — Vote — Christine Feher — 5 m

It is recommended the Board approve the ratification of hand2mind for 2026-2027 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: $29,909.98
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $13,459.49

	Purpose	Presenter	Time
California Pacific Charter - San Diego (#1758)	$10,169.39		
California Pacific Charter - Sonoma (#2037)	$ 6,281.10		

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

IX. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under Public Comments/Recognition/Reports.

X. Adjourn to Closed Session **4:52 PM**

The Board will consider and may act on any of the closed session matters.

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

A.	Closed Session	Discuss	Board Chairperson	20 m

CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION
(Gov. Code Section 54956.9(d)(1))

a. PW v California Pacific Charter - Sonoma

XI. Reconvene Regular Meeting **5:12 PM**

A.	Report any action that was taken in closed session.	Discuss	Board Chairperson	5 m

		Purpose	Presenter	Time

XII. Calendar

The next scheduled regular meeting of the Board of Directors will be held on September 8, 2026.

XIII. Comments — 5:17 PM

A.	Board Comments	Discuss	Board Chairperson	5 m
B.	Superintendent Comments	Discuss	Christine Feher	5 m

XIV. Closing Items — 5:27 PM

A.	Adjourn Meeting	Vote	Board Chairperson	2 m

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

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

Coversheet

Minutes of the Regular Board meeting that was held on June 16, 2026

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board meeting that was held on June 16, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 16, 2026

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday June 16, 2026 at 6:00 PM

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
32706 Spun Cotton Drive, Winchester, CA 92596
Hilton Garden Inn, Room: Conservatory, 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: 942-9690-2015

https://cal-pacs-org.zoom.us/j/94296902015

MISSION STATEMENT

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Directors Present

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

Directors Absent

None

Guests Present

C. Feher, D. Carlos, Joelene Morasch (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Jun 16, 2026 at 6:01 PM.

B. Record Attendance

All Board members were present.

II. Pledge of Allegiance

A. Led by Board Chairperson or designee.

K. Wylie, Board Chairperson, led the pledge.

III. Approve Adopt/Agenda

A. Agenda

T. Rogers made a motion to approve the agenda, as presented.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on June 10, 2025

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 06-09-26.
J. McFaul seconded the motion.
The Board noted corrections to the agenda item description to reflect the correct meeting date and year of June 9, 2026.
The board **VOTED** to approve the motion.

Roll Call

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

V. Public Comments/Recognition/Reports

A. Public Comments

There were no requests for public comment.

B. Presentation of 2026 LCAP Local Performance Indicator Self-Reflection

Presented by C. Feher, Superintendent, on behalf of E. Zemmer, Assistant Superintendent.

VI. Consent

A. Consent - Business/Financial Services

1. Approval of Surplus of Electronic Devices
2. Approval of Special Education Master Contract for Vendor Services 2026-2027
3. Approval of Instructure, Inc for Transcript Services (Renewal)
4. Ratification of the School-Based Medi-Cal Administrative Activities (SMAA) Participation Agreement (2026-27 Renewal)

B. Consent - Personnel Services

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

C. Consent - Policy Development

Approval of existing board policies revised by staff for the 2025-2026 school year.

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

5000 Series - Student Services
5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy
T. Rogers made a motion to approve all consent items listed.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

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

VII. Business/Financial Services

A. Budget Adoption 2026-2027

S. Peterson made a motion to adopt the Budget 2026-2027, as presented.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

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

B. Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports

J. McFaul made a motion to approve the Education Protection Account (EPA) Spending Plan & Expenditure Reports.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. Education/Student Services

A. Action for the LCAP - Approval of Local Control & Accountability Plan (LCAP) 2026-2027

T. Rogers made a motion to approve the Local Control & Accountability Plan (LCAP) 2026-2027.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Policy Development

A. Second Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits

The Board reviewed the proposed revisions and confirmed that there were no additional redline changes requested.
S. Peterson made a motion to approve the revisions to Board Policy 9250 - CPCS Remuneration, Reimbursement, and Other Benefits.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Calendar

A. Next Scheduled Meeting

The next scheduled Regular Meeting of the Board of Directors will be held on August 11, 2026.

XI. Comments

A. Board Comments

Board members reflected on the conclusion of the 2025-2026 school year and expressed pride in CalPac's continued growth and accomplishments. Members thanked staff and fellow Board members for their preparation, dedication, and contributions throughout the year and shared their appreciation for the opportunity to serve the organization.
The Board congratulated staff on a successful school year and wished everyone an enjoyable and restful summer.

B. Superintendent Comments

C. Feher echoed the Board's comments and reflected on a successful school year. She shared a brief video highlighting the Class of 2026 graduation ceremony and congratulated the graduates and staff on the celebration.

XII. Closing Items

A. Adjourn Meeting

W. Howard made a motion to adjourn the meeting.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:31 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- 2026 Local Indicators_Presentation.pdf
- 2026_Local_Indicator_Self-Reflection_CPC-Los Angeles.pdf
- 2026_Local_Indicator_Self-Reflection_CPC-San Diego.pdf

- 2026_Local_Indicator_Self-Reflection_CPC-Sonoma.pdf
- Surplus of Electronics - June 2026.pdf
- Special Education Master Contract for Vendor Services 2026-2027.pdf
- BUS CPCS Consent Business Financial Services 06.16.26.pdf
- Instructure, Inc 2026-27 Renewal - Transcript Services.pdf
- California Pacific Charter Schools-SMAA(10009038)26-27 signed.pdf
- California Pacific Charter Schools-SMAA(10009038)26-27 LA.pdf
- California Pacific Charter Schools-SMAA(10009038)26-27 SD.pdf
- California Pacific Charter Schools-SMAA(10009038)26-27 Sonoma.pdf
- BUS CPCS Consent Policy Development 06.16.26.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_06.16.26.pdf
- 2026-27 Adopted Budget Presentation.pdf
- 2026-27 Adopted Budget_CPC-Los Angeles.pdf
- 2026-27 Adopted Budget_CPC-San Diego.pdf
- 2026-27 Adopted Budget_CPC-Sonoma.pdf
- 2026-27 Budget Overview for Parents_CPC-Los Angeles.pdf
- 2026-27 Budget Overview for Parents_CPC-San Diego.pdf
- 2026-27 Budget Overview for Parents_CPC-Sonoma.pdf
- 2025-2026 Expenditure Report #1751 California Pacific Charter School-Los Angeles.pdf
- 2025-2026 Expenditure Report #1758 California Pacific Charter School-San Diego.pdf
- 2025-2026 Expenditure Report #2037 California Pacific Charter School-Sonoma.pdf
- 2026-2027 Spending Plan - #1751 California Pacific Charter School-Los Angeles.pdf
- 2026-2027 Spending Plan - #1758 California Pacific Charter School-San Diego.pdf
- 2026-2027 Spending Plan - #2037 California Pacific Charter School-Sonoma.pdf
- 2026-27 LCAP Presentation.pdf
- 2026-27 Local Control and Accountability Plan CPC-Los Angeles.pdf
- 2026-27 Local Control and Accountability Plan CPC-San Diego.pdf
- 2026-27 Local Control and Accountability Plan CPC-Sonoma.pdf
- 2026 LCAP Federal Addendum CPC-Los Angeles.pdf
- 2026 LCAP Federal Addendum CPC-San Diego.pdf
- 2026 LCAP Federal Addendum CPC-Sonoma.pdf
- 9250 - CPCS Remuneration, Reimbursement and Other Benefits Policy.pdf

• 9250 - CPCS Remuneration, Reimbursement, and Other Benefits_redline_06.16.26.pdf

FOR MORE INFORMATION

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

Coversheet

CalPac School Highlights

Section: VI. Correspondence/Proposals/Reports
Item: A. CalPac School Highlights
Purpose: Discuss
Submitted by:
Related Material: June 25-26 School Highlights - Los Angeles.pdf
June 25-26 School Highlights - San Diego.pdf
June 25-26 School Highlights - Sonoma.pdf

CPCS Los Angeles School Highlights

JUNE

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

456

Program Highlights

June was a memorable month at CalPac as we celebrated important student milestones through joyful promotion and graduation ceremonies. It was also a meaningful time to reflect on the growth, accomplishments, and hard work that shaped the 2025-2026 school year. From academic achievements to community celebrations, June gave us many reasons to be proud of our students, staff, and families.

Student Achievement

MS & HS Finals

Los Angeles

JUNE 2026

Middle school and high school students wrapped up the semester by completing final exams and finishing end-of-year coursework. These final assessments gave students an opportunity to demonstrate their learning, reflect on their progress, and finish the school year strong. We are proud of the focus and perseverance our students showed as they completed this important academic milestone.

Kinder Promotion

On June 5, 2026, we hosted a joyful virtual celebration to honor our kindergarten students as they promoted to first grade. Families, teachers, and classmates came together to recognize this special milestone and celebrate the growth, hard work, and excitement our students have shown throughout the year. We are so proud of our kindergarteners and look forward to seeing them continue to shine in first grade!

5th Gr Promotion

Our 5th-grade students marked an exciting milestone on June 5, 2026, as they celebrated their promotion to middle school during a festive virtual event. The celebration gave students a chance to look back on their elementary years, recognize their accomplishments, and share in the excitement of what comes next. Congratulations to our rising middle school students. We are proud of all they have achieved and can't wait to see them succeed in this next stage of their learning journey!

8th Gr Promotion

On June 5, 2026, we celebrated our 8th-grade students as they prepared to take the next step in their academic journey. This special virtual event recognized their dedication, growth, and achievements throughout middle school. We are excited to cheer them on as they move into high school and continue building toward a bright future!

HS Graduation

On June 10, 2026, we proudly celebrated 51 Los Angeles graduates and recognized the many accomplishments they achieved along the way. This year's graduating class included 3 State Seal of Biliteracy recipients, 12 Golden State Seal Merit Diploma recipients, 10 California Scholarship Federation honorees, and 18 students who completed Career Technical Education pathways. We

Los Angeles

JUNE 2026

are incredibly proud of our graduates and look forward to seeing the bright futures they create beyond CalPac!

Local Control and Accountability Plan
CalPac's Local Control and Accountability Plan (LCAP) was shared during a public hearing on June 9 and officially adopted by the Board on June 16. During the June 16 meeting, the Board also reviewed the Local Indicators. We appreciate the valuable input from our education partners, whose feedback helps guide our priorities, strengthen school programs, and support continued student success.

Professional Development

ADOS-2 Clinical Workshop
Victoria Law, School Psychologist, attended the ADOS-2 Clinical Workshop, a valuable professional development opportunity focused on strengthening assessment knowledge and student support practices. Through this training, she deepened her understanding of the Autism Diagnostic Observation Schedule, Second Edition, a standardized tool used in autism evaluations. This learning supports our continued commitment to thoughtful, informed, and individualized services for students with diverse learning needs.

AVID Virtual Live
A team of CalPac teachers participated in AVID Virtual Live, a dynamic two-day virtual professional learning event focused on strengthening instructional practices and increasing student engagement. Through live, facilitator-led sessions and collaborative Communities of Practice, teachers explored strategies to support student collaboration, goal setting, and WICOR writing.

Teachers also received flexible planning tools and a curated collection of classroom resources to support implementation. They are especially excited to bring new ideas into their instruction through digital interactive notebooks, helping students stay organized, engaged, and successful throughout the school year.

Los Angeles

JUNE 2026

Smart Goals

For the 2025–2026 school year, CalPac's SMART goals center on student growth, stability, and innovation. We will focus on raising student achievement on CAASPP and College & Career Indicators, with special attention to accelerating outcomes for underserved groups. Teachers will play a key role in reducing chronic absenteeism and ensuring every student has the support to succeed. Strengthening re-enrollment and welcoming new students through engaging instruction will also help sustain our school's fiscal health. Finally, we are committed to innovation and leadership development—expanding CTE and dual enrollment opportunities while building pathways for teacher leadership and organizational resilience.

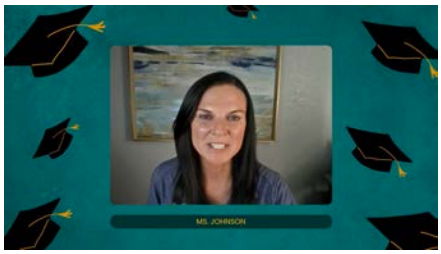
Pictures & Videos

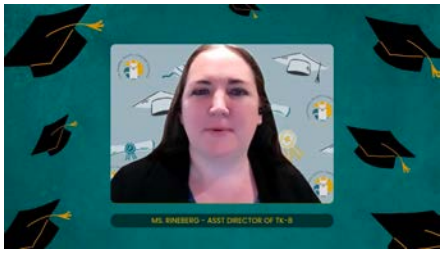
Kinder Promotion

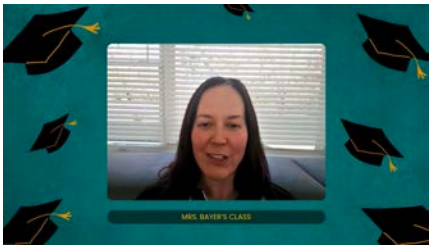
Los Angeles

JUNE 2026

8th Gr Promotion

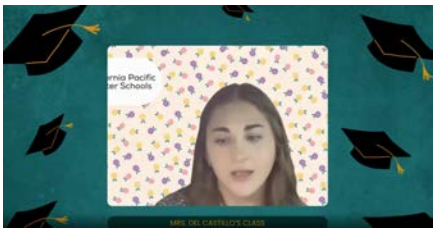


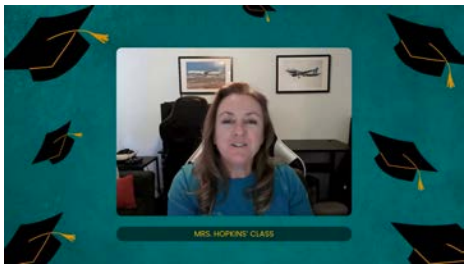


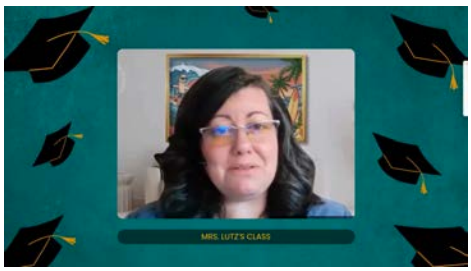


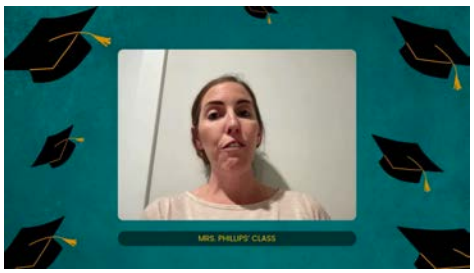
Los Angeles

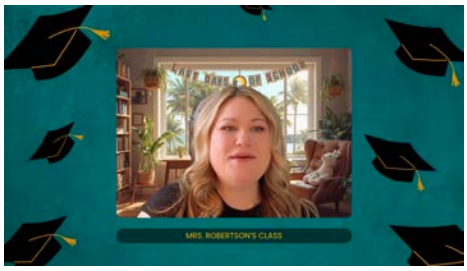
JUNE 2026

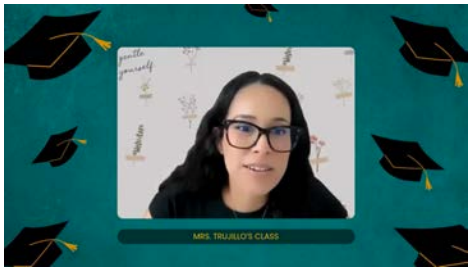


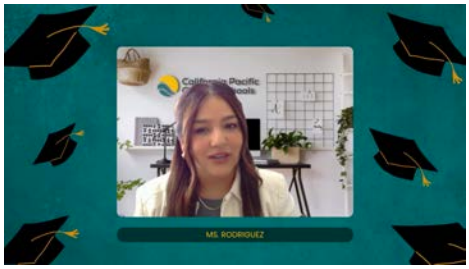


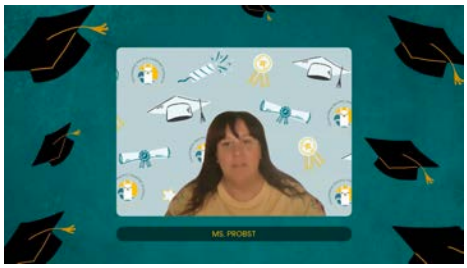


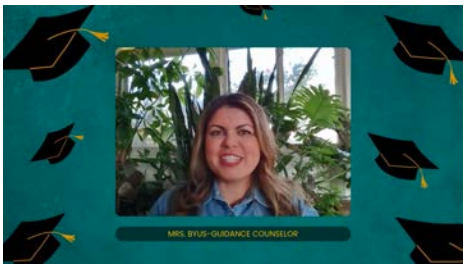












HS Graduations

Los Angeles

JUNE 2026

Los Angeles

JUNE 2026

Future Projects

New Teacher Training
Beginning of Year Staff Kick-Off
The First Day of School

CPCS San Diego School Highlights

JUNE

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

318

Program Highlights

June was a memorable month at CalPac as we celebrated important student milestones through joyful promotion and graduation ceremonies. It was also a meaningful time to reflect on the growth, accomplishments, and hard work that shaped the 2025-2026 school year. From academic achievements to community celebrations, June gave us many reasons to be proud of our students, staff, and families.

Student Achievement

MS & HS Finals

San Diego

JUNE 2026

Middle school and high school students wrapped up the semester by completing final exams and finishing end-of-year coursework. These final assessments gave students an opportunity to demonstrate their learning, reflect on their progress, and finish the school year strong. We are proud of the focus and perseverance our students showed as they completed this important academic milestone.

Kinder Promotion

On June 5, 2026, we hosted a joyful virtual celebration to honor our kindergarten students as they promoted to first grade. Families, teachers, and classmates came together to recognize this special milestone and celebrate the growth, hard work, and excitement our students have shown throughout the year. We are so proud of our kindergarteners and look forward to seeing them continue to shine in first grade!

5th Gr Promotion

Our 5th-grade students marked an exciting milestone on June 5, 2026, as they celebrated their promotion to middle school during a festive virtual event. The celebration gave students a chance to look back on their elementary years, recognize their accomplishments, and share in the excitement of what comes next. Congratulations to our rising middle school students. We are proud of all they have achieved and can't wait to see them succeed in this next stage of their learning journey!

8th Gr Promotion

On June 5, 2026, we celebrated our 8th-grade students as they prepared to take the next step in their academic journey. This special virtual event recognized their dedication, growth, and achievements throughout middle school. We are excited to cheer them on as they move into high school and continue building toward a bright future!

HS Graduation

On June 10, 2026, we proudly celebrated 33 San Diego graduates and recognized the many accomplishments they achieved along the way. This year's graduating class included one State Seal of Biliteracy recipient, one Golden State Seal Merit Diploma recipient, one California Scholarship Federation honoree, and six students who completed Career Technical Education

San Diego

JUNE 2026

pathways. We are incredibly proud of our graduates and look forward to seeing the bright futures they create beyond CalPac!

Local Control and Accountability Plan
CalPac's Local Control and Accountability Plan (LCAP) was shared during a public hearing on June 9 and officially adopted by the Board on June 16. During the June 16 meeting, the Board also reviewed the Local Indicators. We appreciate the valuable input from our education partners, whose feedback helps guide our priorities, strengthen school programs, and support continued student success.

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San Diego

JUNE 2026

Smart Goals

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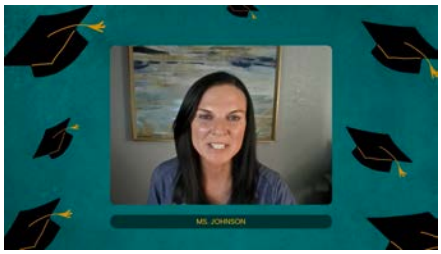
Pictures & Videos

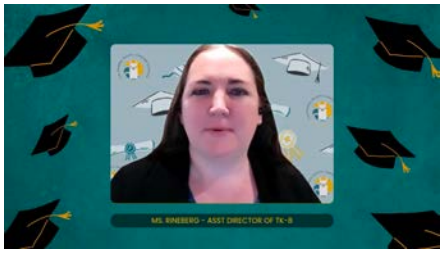
Kinder Promotion

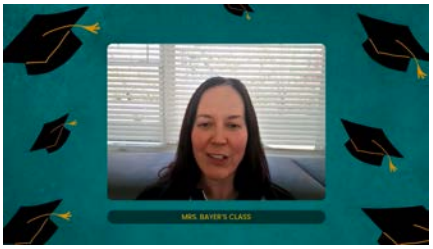
San Diego

JUNE 2026

8th Gr Promotion

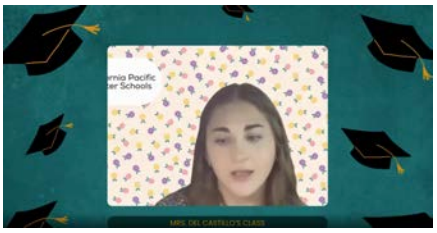


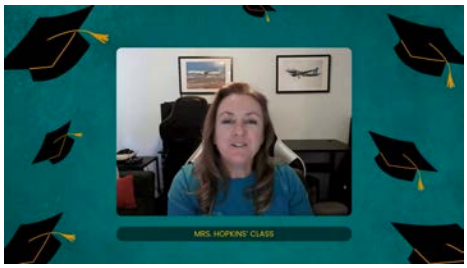


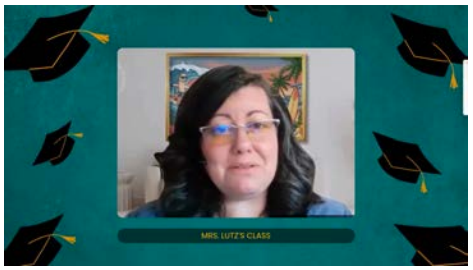


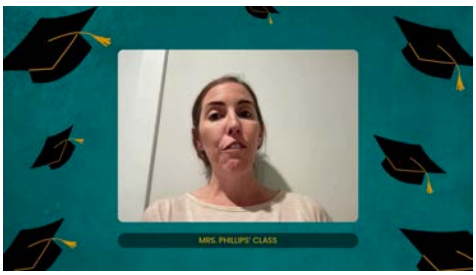
San Diego

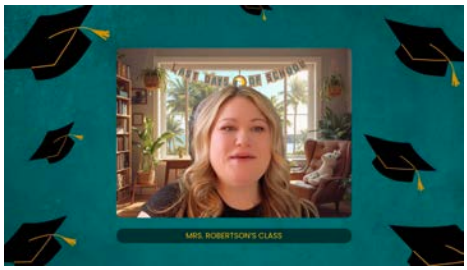
JUNE 2026

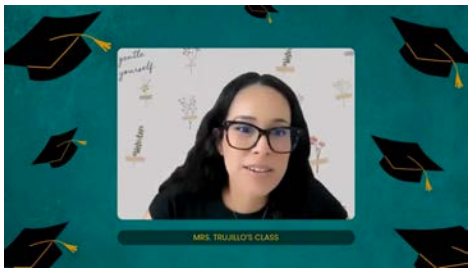


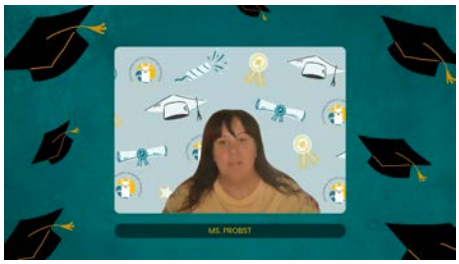


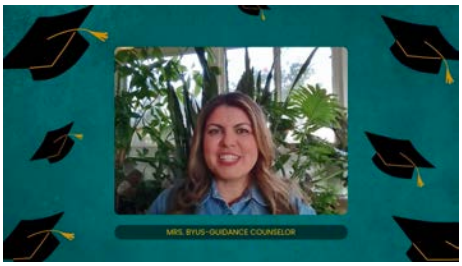












San Diego

JUNE 2026

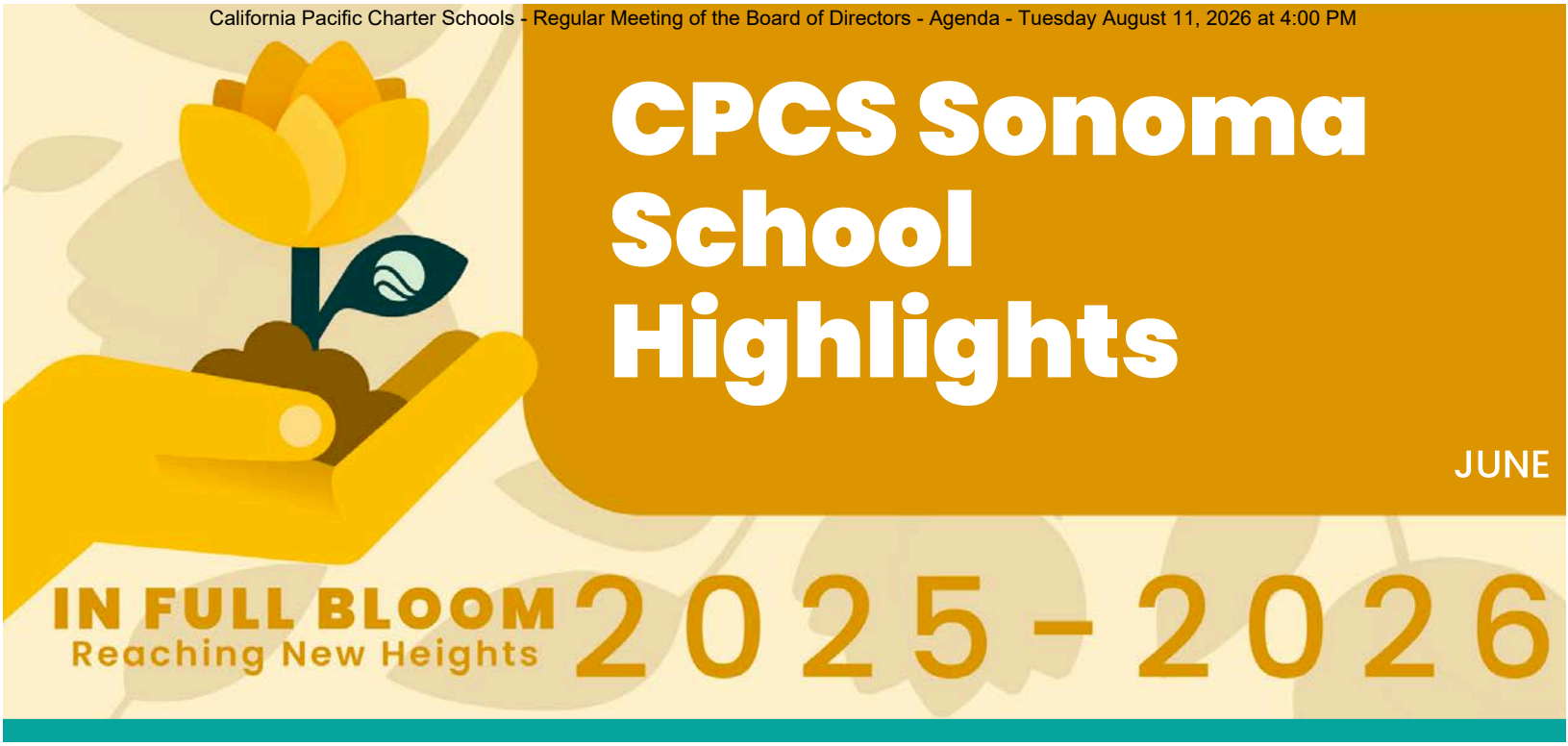
HS Graduations

San Diego

JUNE 2026

Future Projects

New Teacher Training
Beginning of Year Staff Kick-Off
The First Day of School



Current Enrollment

233

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Student Achievement

MS & HS Finals

Sonoma

JUNE 2026

Middle school and high school students wrapped up the semester by completing final exams and finishing end-of-year coursework. These final assessments gave students an opportunity to demonstrate their learning, reflect on their progress, and finish the school year strong. We are proud of the focus and perseverance our students showed as they completed this important academic milestone.

Kinder Promotion

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5th Gr Promotion

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HS Graduation

On June 11, 2026, we proudly celebrated 24 Sonoma graduates and recognized the many accomplishments they achieved along the way. This year's graduating class included three State Seal of Biliteracy recipients, five Golden State Seal Merit Diploma recipients, two California Scholarship Federation honorees, and five students who completed Career Technical Education

Sonoma

JUNE 2026

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Sonoma

JUNE 2026

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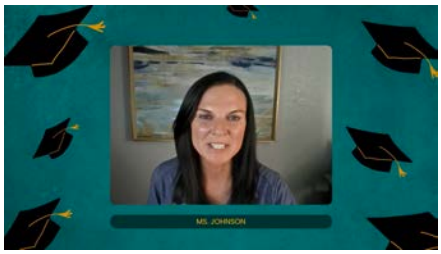
Pictures & Videos

Kinder Promotion

Sonoma

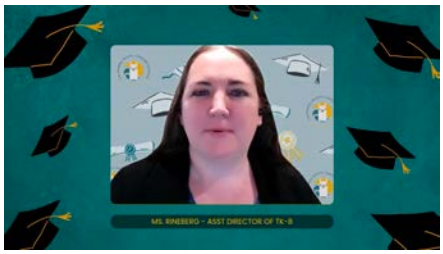
JUNE 2026

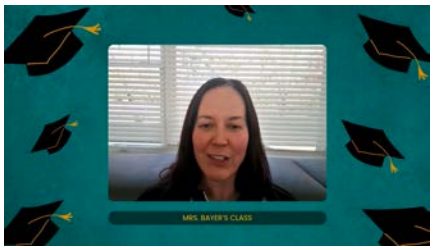
8th Gr Promotion

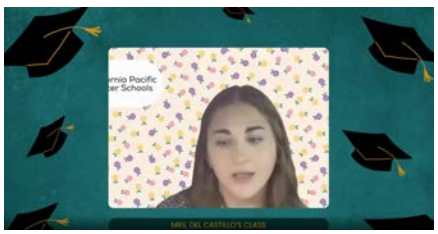


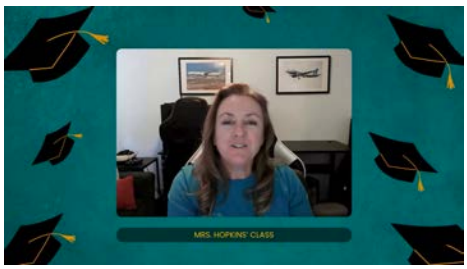
Sonoma

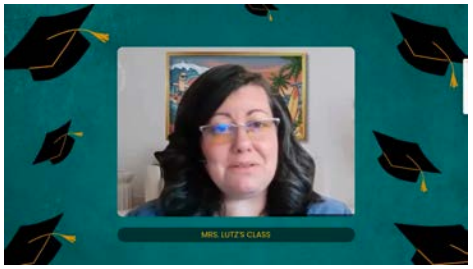
JUNE 2026

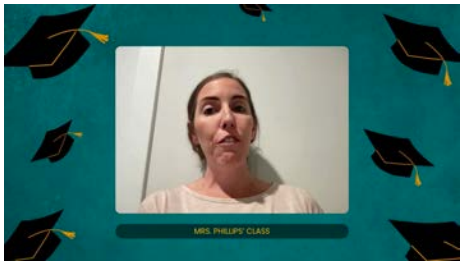


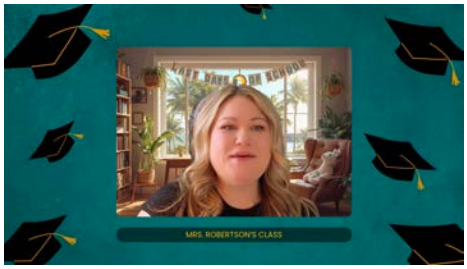


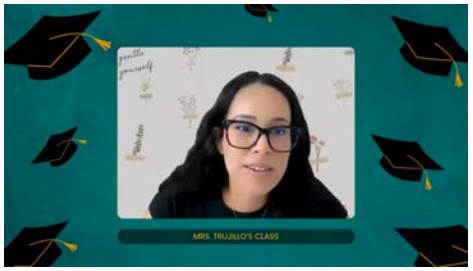












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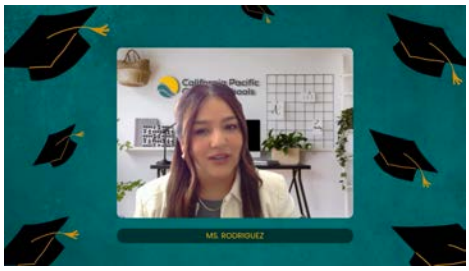
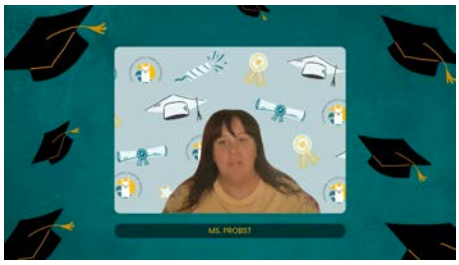
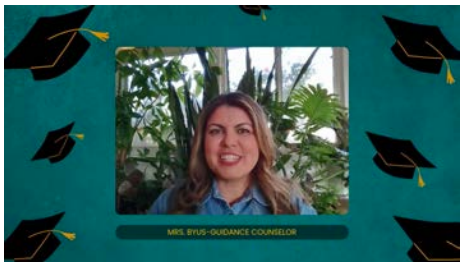






HS Graduations

Sonoma

JUNE 2026

Future Projects

New Teacher Training
Beginning of Year Staff Kick-Off
The First Day of School

Coversheet

CalPac Financial Update

Section: VI. Correspondence/Proposals/Reports
Item: B. CalPac Financial Update
Purpose: Discuss
Submitted by: Shannon Green
Related Material: August 2026 Financial Update.pdf

BACKGROUND:

The Director of Finance will provide an update on CalPac's 2026-27 budget following the State's enacted budget. Charter schools are exempt from the formal 45-Day Revision requirement; however, management conducted a review of state funding, enrollment, and staffing to ensure fiscal alignment. This review identified no material changes to CalPac's adopted budget assumptions. The update will outline current enrollment and ADA projections, responsive staffing adjustments, and an overview of categorical funding balances and spending timelines.

RECOMMENDATION:

For informational purposes only. No Board action needed.

CALIFORNIA PACIFIC CHARTER SCHOOL

August 2026 Financial Update

2026-2027

45-Day Revision to Adopted Budget

"Not later than 45 days after the governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by the Budget Act of 2025: SB 101."

45-Day Revision is NOT required for charter schools, but recommended if:

- State budget changes significantly impact revenue (e.g., LCFF, COLA, one-time funds).
- There are major shifts in enrollment or expenditures.

CalPac has determined that a formal 45-Day Revision is not necessary, as the State Budget did not materially impact the adopted budget assumptions.

2026-27 State Enacted Budget Highlights

LCFF "Super-COLA"

4.31%

Confirmed at 2.87% statutory + 1.44% augmentation.

✓ Confirmed

Special Ed Base Funding

$1,340/ADA

No change from May Revision.

✓ Confirmed

New Discretionary Block Grant

$931/ADA

Award unconfirmed at adoption.

Spend deadline: June 30, 2030

✓ Confirmed

Paid Pregnancy Disability Leave

14 Weeks

Covers all academic and classified employees.

Effective: January 1, 2027

✓ Confirmed

Charter Accountability Trailer Bill

Action Req.

Expanded audits, enhanced authorizer oversight, new vendor policies (eff. 7/1/27).

⚑ Newly Finalized

2026-27 State Enacted Budget Highlights

Charter Accountability Trailer Bill

Budget Item	Proposed / Prior Status	Enacted Budget Now Final
Charter Annual Audit Deadline Newly Finalized	Proposed in omnibus education trailer bill	Moves from Dec. 15 to Jan. 31
Vendor / Contractor Approval Policy Newly Finalized	Proposed enhanced approval & background-check rules.	Board approval required over $100K/yr cumulative; eff. July 1, 2027
NCB / Independent Study Oversight Newly Finalized	Proposed enhanced authorizer monitoring duties.	Adds periodic credit card checks, expanded audit follow-up, annual Independent Study attendance review (heightened review if ADA grows 10%+), must attend 1 board meeting in-person, and must monitor agendas/minutes.

Charter schools should expect increased audit scrutiny and should review compliance accordingly.

July 2026 Dartboard

LCFF PLANNING FACTORS					
Factor	**2025-26[1]**	**2026-27[2]**	**2027-28**	**2028-29**	**2029-30**
Department of Finance Statutory COLA	2.30%	2.87%	3.30%	3.09%	3.11%

LCFF GRADE SPAN FACTORS FOR 2026-27				
Entitlement Factors per ADA*	**TK-3**	**4-6**	**7-8**	**9-12**
2025-26 Base Grants	$10,256	$10,411	$10,719	$12,423
Statutory COLA of 2.87%	$294	$299	$308	$357
Additional LCFF Investment of 1.44%[3]	$148	$150	$154	$179
2026-27 Base Grants	$10,698	$10,860	$11,181	$12,959
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$1,113	–	–	$337
2026-27 Adjusted Base Grants[4]	$11,811	$10,860	$11,181	$13,296
Transitional Kindergarten (TK) Add-On[5]	$5,704	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
California CPI		3.40%	3.30%	3.00%	2.80%	2.70%
California Lottery	Unrestricted per ADA	$200.41	$190.00	$190.00	$190.00	$190.00
	Restricted per ADA	$95.27	$84.00	$84.00	$84.00	$84.00
Mandate Block Grant (District)	Grades TK-8 per ADA	$39.09	$40.41	$41.74	$43.03	$44.37
	Grades 9-12 per ADA	$76.48	$79.27	$81.89	$84.42	$87.05
Mandate Block Grant (Charter)	Grades TK-8 per ADA	$20.52	$21.31	$22.01	$22.69	$23.40
	Grades 9-12 per ADA	$58.21	$60.48	$62.48	$64.41	$66.41
Interest Rate for Ten-Year Treasuries		4.30%	4.35%	4.20%	4.10%	4.00%
CalSTRS Employer Rate[6]		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[6]		26.81%	26.40%	26.80%	25.90%	25.10%
Unemployment Insurance Rate[7]		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage[8]		$16.90	$17.40	$18.00	$18.50	$19.00

Questions?

T H A N K Y O U !

Coversheet

Correspondence from Acton-Agua Dulce Unified School District

Section: VI. Correspondence/Proposals/Reports
Item: C. Correspondence from Acton-Agua Dulce Unified School District
Purpose: Discuss
Submitted by:
Related Material:
2026-27 CA Pacific Charter Prelim Budget Review - Acton Agua Dulce USD.pdf

ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT
32248 Crown Valley Rd.
Acton, CA 93510

661-269-0750

July 1, 2026

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

Dear Board President:

In accordance with the provisions of Education Code (EC) Section 47604.32, a review of the California Pacific Charter 2026-27 Preliminary Budget has been completed by the Acton-Agua Dulce Unified School District. Please see the enclosed Summary Analysis that provides the details of our review.

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

Sincerely,

Nesha Pattison
Director of Charter Schools
Acton–Agua Dulce Unified School District

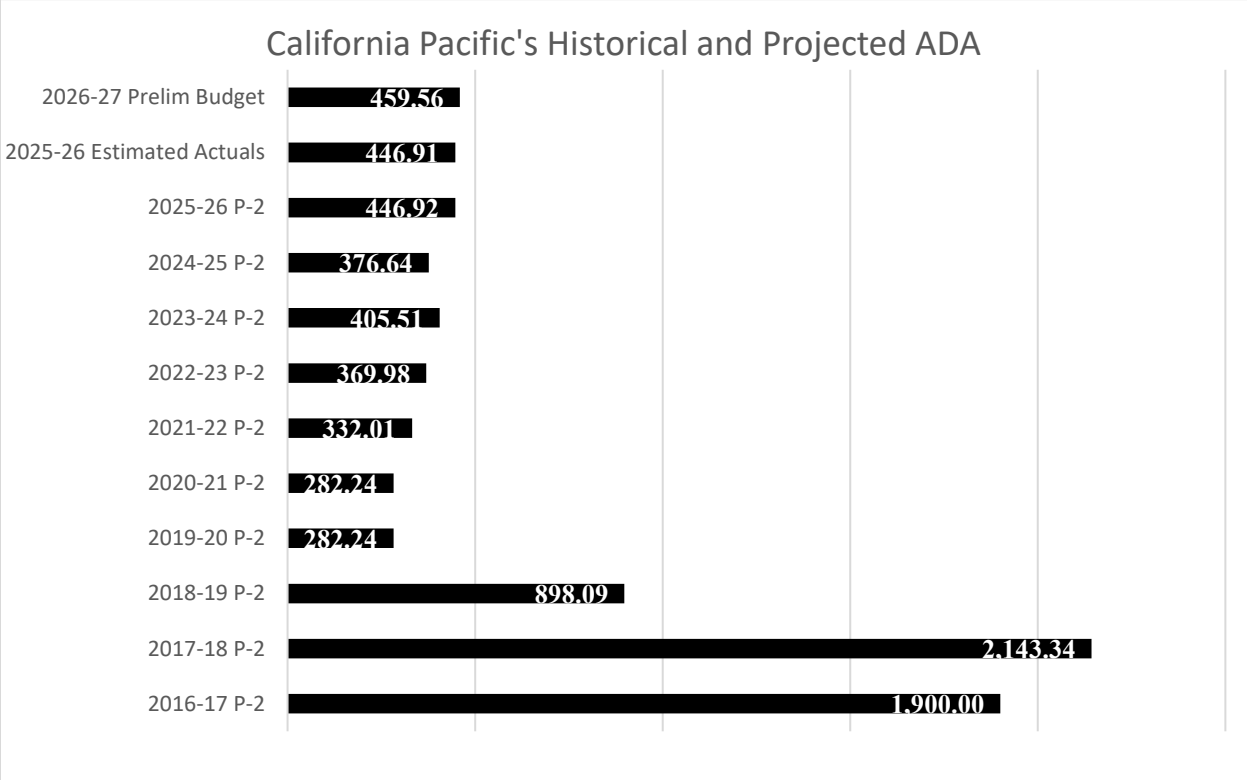
Cc: Ms. Christine Feher, Superintendent, California Pacific Charter
Dr. Eric Sahakian, Superintendent, AADUSD

Charter School Budget Summary Analysis

Reporting Period: 2026-27 Preliminary Budget

Charter Name: California Pacific Charter

CDS: 19-75309-0132654



Total Revenue:	$8,566,301
Total Expenditures:	$8,512,592
Excess/(Deficiency):	$53,709
Beginning Fund Balance:	$3,276,354
Ending Fund Balance:	$3,330,063

Reserve Requirement: For ADA between 301 to and 1,000, the reserve requirement is the greater of 4% or $90,000. California Pacific Charter's 2026-27 estimated P-2 ADA is 459.56.

Reserves: The Charter School's reserve requirement is $340,504. Its ending fund balance of $3,330,061 demonstrates that the Charter is able to meet its required reserve for economic uncertainty. The Charter reserved $3,330,061 in its 2026-27 Preliminary Budget projection.

Analysis/Comments: Local Control Funding Formula revenues are calculated based on ADA of 459.56, a 2.83% increase over prior year. Total LCFF is budgeted at $7 million, a $490K increase over 2025-26 Estimated Actuals. In-lieu property taxes are slightly understated; neither the District P-1 ($473.75) or P-2 ($499.84) rates were utilized. Federal revenue totals $216K, a $6K increase as compared to 2025-26 Estimated Actuals. Other State Revenues total $1.3 million, a $303K increase over 2025-26 Estimated Actuals. Other Local Revenue is recorded at $65K, an $18K decrease over 2025-26 Estimated Actuals. **Total revenue is $8,566,301, an increase of $781,576 as compared to 2025-26 Estimated Actuals.**

Personnel expenditures represent 80% of total expenditures, a 3% increase over 2025-26 Estimated Actuals. The Charter School participates in STRS. Certificated Salaries increased by $453K to $4.1 million, Classified Salaries by $169K to $1.1 million, and Benefits increased by $266K to $1.7 million. Books and Supplies decreased by $99K to $548K and Services and Other Operating increased by $11K to $1.1 million. **Total expense is $8,512,592, an $801,387 increase as compared to 2025-26 Estimated Actuals.**

The Charter reports no debt on Form Debt.

The Charter's cash flow reports positive cash throughout 2025-26. The Charter's July 2026 beginning cash is estimated at $2.6. Receivables and payables are entirely distributed in July 2026. The Charter's lowest cash month is September 2026 at $2.5 million with no loans.

The Charter's MYP assumes 2.83% increase in 2026-27, a 1.5% increase in 2027-28 and a .1.5% increase in 2028-29. The Charter's 3-year average ADA is 7.05%. Expense increases are noted in the out years of the MYP with detailed explanation of variances from CPI noted in the Charter's narrative.

Assessment:

The Charter School estimates a **positive** ending fund balance for **FY 2026-27.**

- The Charter's 2025-26 P-2 ADA increased by 18.66% over prior year.
- The Charter projects a 2.83% increase in ADA in the budget year. The Charter grew by 18.66% over prior year P-2.
- The Charter does not project deficit spending in the budget or out years of its 2026-27 Preliminary Budget.
- The Charter recorded more than its required reserve at 2026-27 Preliminary Budget.
- The Charter projects its ending fund balance will grow to 39% in 26-27, 38% in 27-28, and 38% in 28-29.
- The Charter is debt-free.

- The Charter's cash flow projects a positive cash position for 2025-26.
- The Charter's MYP projects reasonable revenues and expense with an **excellent narrative** addressing significant changes.

First Interim Report Requirements: Provide the District with the following on or before **December 7, 2026:**

- 2026-27 First Interim Alternative Form **or** a PDF file of the Charter's officially exported SACS Form 62 and/or MYP. The District will provide the required Alterative Form and MYP file. This file must be completed and returned **in Excel format**. Charters may not use their own version of this form.
- Original signed Form Certification.
- A Multi-Year Projection (MYP) with the base year 2026-27 and two out years, 2027-28, and 2028-29, using the District-provided **Excel file**. Charters utilizing SACS software may use either the MYP template included with the software or use the District-provided Excel MYP template. Charters may not use their own version of this form.
- Written narrative of planning assumptions which includes a specific overview of enrollment/ADA, revenue, expense, deficit spending, fund balance, reserves, debt, and cash. This narrative should address and explain any changes between the Charter's Adopted Budget and First Interim projection.
- **Excel file** copy of the 2026-27 First Interim FCMAT Calculator.
- Cash flow projection with actuals through October 31, 2026 and projected cash from November through June 30, 2027. The District will provide the Excel Cash Flow template. The Charter should return their completed Cash Flow in **Excel format**. Charters may not use their own version of this form. Charters using the SACS software may use the template within the software or the District's Excel file. Cash flow reports should include applicable balance sheet object codes.
- Bank statement(s) or County Treasury cash report(s) for October 31, 2026 to support your ending cash through October 31, 2026 that is recorded on the cash flow projection.
- FORM Debt for all charters with current or projected debt. If the Charter is reporting no debt, check the box at the top of the form which denotes this and submit to the District.

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: CalPac-LA Check Register June 2026.pdf
CalPac-SD Check Register June 2026.pdf
CalPac-SO Check Register June 2026.pdf
CalPac-LA Check Register July 2026.pdf
CalPac-SD Check Register July 2026.pdf
CalPac-SO Check Register July 2026.pdf
J.P. Morgan Statement June 2026.pdf
J.P. Morgan Statement July 2026.pdf
Chase Ink Business Card June 2026.pdf
Chase Ink Business Card July 2026.pdf
J.P. Morgan End of Day Sweep Statement June 2026.pdf
J.P. Morgan End of Day Sweep Statement July 2026.pdf
BUS CPCS Consent Business Financial Services 8.11.26.pdf
The Harbottle Law Group Agreement 2026-27.pdf
Quarles & Brady LLP Engagement Letter.pdf
ACSA Membership List.pdf
SJCOE SEIS Billing Services Agreement.pdf
Surplus of Electronics - August 2026.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/01/26	CAWE000--CAWEE	101372105	211.50	CAWEE Conference Registration October 2026 - Daisuke Nishikawa	55--California Pacific Charter - Los Angeles
		CAWE000--CAWEE	101372105	211.50	CAWEE Conference Registration October 2026 - Danielle Carbonetta	55--California Pacific Charter - Los Angeles
		CAWE000--CAWEE	101372105	211.50	CAWEE Conference Registration October 2026 - Kelly Rocha	55--California Pacific Charter - Los Angeles
	06/01/26	CHAR003--Charter Tech Services	20137004667	824.28	Dell 27 AiO Desktop for Corrie Amador	55--California Pacific Charter - Los Angeles
	06/01/26	OG00001--Institute for Multi-Sensory Education	20137004665	148.50	IMSE OG+ Decodable Readers Sets A-C - PDF	55--California Pacific Charter - Los Angeles
	06/01/26	CHAR003--Charter Tech Services	20137004666	93.56	Staff monitor and HDMI cables Dara Gevairgian and Admin	55--California Pacific Charter - Los Angeles
	06/03/26	EECS000--Effectual Educational Consulting Services	20137004685	1,740.00	School Nurse (V&H) April 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004685	760.00	Vision - April 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004685	420.00	APE - April 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004685	220.50	PT - April 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004685	1,040.00	OT April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372109	1,011.15	LEA Medi-Cal Billing Services Fee Monthly April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	OXFO000--Oxford Consulting Services, Inc.	20137004684	2,048.00	BIS - April 2026	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004684	168.00	PT - April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	PRO0001--Professional Tutors of America Inc	101372107	875.00	SAI (Reading Intervention) - April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372108	635.85	Legal Services for April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	SANC001--Josue Sanchez	20137004692	342.00	Park Day Video May 2026	55--California Pacific Charter - Los Angeles
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004687	138.60	Legal Services for March 2026	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004686	33.30	Legal Services for March 2026	55--California Pacific Charter - Los Angeles
	06/03/26	WILL000--William J Howard Jr.	20137004690	5.67	Dinner for Board Meeting 05/12/26	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137004690	7.23	Mileage for Board Meeting 05/12/26	55--California Pacific Charter - Los Angeles
	06/03/26	JASO000--Jason D. McFaul	20137004691	6.91	BOD Meeting 5/12/26	55--California Pacific Charter - Los Angeles
	06/03/26	SHIR000--Shirley Peterson	20137004689	5.87	Mileage for Board Meeting 05/12/26 for Shirley Peterson	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004671	4,725.00	Monthly Technology Services for June 2026	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR001--Charter Impact	20137004679	1,240.31	Payroll & Retirement Services Monthly - May 2026	55--California Pacific Charter - Los Angeles
	06/03/26	KAJE000--Kajeet, Inc	20137004678	1,234.44	Student Hotspots and Shipping	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004672	901.38	HP Pro Mini Desktop for Jill Tanner	55--California Pacific Charter - Los Angeles
	06/03/26	DROP001--Dropbox	20137004677	546.75	iPad Storage Services 07/01/2026 - 04/04/2027	55--California Pacific Charter - Los Angeles
		DROP001--Dropbox	20137004677	182.25	iPad Storage Services 04/05/2026 - 06/30/2026	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004674	400.90	Microsoft 365 Licenses Monthly - April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004673	400.90	Microsoft 365 Licenses Monthly - March 2026	55--California Pacific Charter - Los Angeles
	06/03/26	SANC001--Josue Sanchez	20137004680	180.00	HQ Interviews - Videographer (Half - Day rate)	55--California Pacific Charter - Los Angeles
	06/03/26	ALPH000--Alpha Vision, Inc.	101372106	170.55	Google Drive Back-Up Monthly - June 2026	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004670	36.29	Microsoft Intune Monthly - April 2026	55--California Pacific Charter - Los Angeles
	06/03/26	CHAR003--Charter Tech Services	20137004669	36.29	Microsoft Intune Monthly - March 2026	55--California Pacific Charter - Los Angeles
	06/04/26	ARNE001--A&R Parcel Three	1551971320TC	3,724.65	Office Space Rent - June 2026	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	1551971320TC	157.38	Office Space DOE - June 2026	55--California Pacific Charter - Los Angeles
	06/04/26	WORL000--Worldwide Express	1551971322Tc	215.91	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	06/10/26	ANCH000--Anchor Counseling & Education Solutions, LLC	101372112	2,642.60	BIS - April 2026	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/10/26	ECCI000--ECC Imaging LLC	101372111	76.18	Copier Overages Monthly - May 2026	55--California Pacific Charter - Los Angeles
	06/11/26	WORL000--Worldwide Express	1624947158TC	161.29	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	06/11/26	UKG0001--UKG	20137004698	196.94	Usage Overage Fee April 2026	55--California Pacific Charter - Los Angeles
	06/11/26	DELA000--De Lage Landen Financial Services Inc.	20137004700	195.55	Copier Lease Monthly - June 2026	55--California Pacific Charter - Los Angeles
	06/11/26	PITN000--Pitney Bowes Global Financial Services LLC	20137004696	29.73	Postage Machine Lease - Quarterly Jun 26	55--California Pacific Charter - Los Angeles
		PITN000--Pitney Bowes Global Financial Services LLC	20137004696	59.46	Postage Machine Lease - Quarterly Jul 26 - Aug 26	55--California Pacific Charter - Los Angeles
	06/11/26	STAP000--Staples	20137004701	30.93	Supplies for Office	55--California Pacific Charter - Los Angeles
	06/11/26	AMAZ000--Amazon	20137004693	29.33	Office supplies for mailing	55--California Pacific Charter - Los Angeles
	06/11/26	AMAZ000--Amazon	20137004697	8.53	Office supplies- shipping labels	55--California Pacific Charter - Los Angeles
	06/11/26	AMAZ000--Amazon	20137004694	10.46	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	06/11/26	AMAZ000--Amazon	20137004695	4.62	SPED materials for staff instruction	55--California Pacific Charter - Los Angeles
	06/15/26	CULL001--Culligan	101372114	31.03	Water Cooler Rental Monthly - June 2026	55--California Pacific Charter - Los Angeles
	06/16/26	RING000--RingCentral	20137004709	1,455.89	Phone Bill Monthly - May 2026	55--California Pacific Charter - Los Angeles
	06/16/26	ALLS001--All Systems Go Veterinary Solutions	20137004703	1,113.22	Marketing Monthly - June 2026	55--California Pacific Charter - Los Angeles
	06/16/26	SARA001--Sarah Simkin	20137004708	2,000.00	Speech Assessment - May 2026	55--California Pacific Charter - Los Angeles
	06/16/26	BULK001--Bulk Bookstore	20137004705	632.35	Novels 264 Quantity	55--California Pacific Charter - Los Angeles
	06/16/26	CHAR003--Charter Tech Services	20137004702	41.29	Speaker, Display Port Cables, Webcam for Jill Tanner	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004702	353.40	Staff Monitors	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004702	21.33	Replacement Dell Charger for Tawnee Keene	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004702	16.28	Cleaning Supplies for IT Department	55--California Pacific Charter - Los Angeles
	06/16/26	AMAZ000--Amazon	20137004706	83.88	Headphones for Office Staff	55--California Pacific Charter - Los Angeles
	06/16/26	AIMA001--Aimara Vazquez	20137004713	46.19	Substitute Permit Fees Reimbursement	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/16/26	LAUR001--Laurel Colton	20137004711	36.00	TB Testing	55--California Pacific Charter - Los Angeles
	06/16/26	ERIK001--Erika Stevens	20137004712	13.41	NPS June 2026 Mileage	55--California Pacific Charter - Los Angeles
	06/17/26	CASBO01--CASBO	101372119	787.50	CASBO Yearly Membership - 7/1/2026-6/30/2027	55--California Pacific Charter - Los Angeles
	06/17/26	PART000--Partners in Special Education	101372117	312.50	APE - April 2026	55--California Pacific Charter - Los Angeles
	06/17/26	DONA001--Donald McLeish	101372118	93.95	SPED In-Person Testing - Mileage & Tolls	55--California Pacific Charter - Los Angeles
	06/18/26	WORL000--Worldwide Express	1696050314TC	226.53	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	06/22/26	OHIO001--Ohio Bureau of Workers' Compensation	1733822485TC	54.00	Ohio Worker's Comp 2026-27	55--California Pacific Charter - Los Angeles
	06/23/26	CHAR003--Charter Tech Services	20137004718	400.90	Microsoft 365 Licenses Monthly - April 2026	55--California Pacific Charter - Los Angeles
	06/23/26	CHAR003--Charter Tech Services	20137004717	313.74	Managed Detection and Response (MDR) - May 2026	55--California Pacific Charter - Los Angeles
	06/23/26	AMAZ000--Amazon	20137004716	21.02	Supplies for Office - beverages for event	55--California Pacific Charter - Los Angeles
	06/23/26	AMAZ000--Amazon	20137004715	8.53	Office supplies- shipping labels	55--California Pacific Charter - Los Angeles
	06/24/26	JASO000--Jason D. McFaul	1220284261	200.00	June 2026 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	06/24/26	WILL000--William J Howard Jr.	1220284226	200.00	June 2026 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	06/24/26	TANY001--Tanya Rogers	1220284219	200.00	June 2026 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	06/24/26	KELL000--Kelly Wylie	1220284267	200.00	June 2026 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	06/24/26	SHIR000--Shirley Peterson	1220284292	200.00	June 2026 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	06/24/26	ALEX000--Alexis Morfin	101372127	6.89	SoCal Graduation June 2026 - Mileage	55--California Pacific Charter - Los Angeles
	06/24/26	WAY0001--Wayfinder Family Services	101372122	4,526.78	NPS Placement - April 2026 CPC-LA	55--California Pacific Charter - Los Angeles
	06/24/26	WAY0001--Wayfinder Family Services	101372121	4,292.07	NPS Placement - May 2026 CPC-LA	55--California Pacific Charter - Los Angeles
	06/24/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372123	843.75	LEA Medi-Cal Billing Services Fee Monthly May and June 2026	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/25/26	PHIL000--Philadelphia Insurance Companies	1769954392TC	5,387.63	July Insurance Premiums FY 26/27	55--California Pacific Charter - Los Angeles
	06/25/26	WORL000--Worldwide Express	1767776639TC	77.13	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	06/25/26	ANCH000--Anchor Counseling & Education Solutions, LLC	101372134	2,045.90	BIS - May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	TIFF001--Tiffany Cozzi	101372137	41.11	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	SHEL001--Shelby Sullivan	101372136	40.75	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	LISA003--Lisa Petrocelly	101372132	11.75	Multiplication Master Award	55--California Pacific Charter - Los Angeles
	06/25/26	JANE001--Jane Willson	101372135	7.40	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	KARE001--Karen Duarte	101372133	7.40	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101372131	317.64	Translation - June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	MCKE001--Mckenzie Jackson	101372130	92.22	LA Park Day May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372128	728.55	Legal Servies for May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	PRO0001--Professional Tutors of America Inc	101372129	625.00	SAI (Reading Intervention) - May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	SANC001--Josue Sanchez	20137004762	612.00	Graduation - Videography and Editing; Disney Trip Video Editing	55--California Pacific Charter - Los Angeles
	06/25/26	DAIS002--Daisy Carlos	20137004761	65.25	SPED In-Person Testing for CPC-LA	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004761	12.48	LA Park Day May 2026 Bottled Water	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004761	50.61	LA Park Day May 2026 Mileage	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004761	11.92	BOD Meeting 6.16.26 Mileage	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004761	11.92	BOD Meeting 6.9.26 Mileage	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004761	11.92	BOD Meeting 5.12.26 Mileage	55--California Pacific Charter - Los Angeles
	06/25/26	RIDS001--Rids Brother Company Inc	20137004757	3,885.00	NPS Transportation Services for May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004756	294.53	Legal Services for April 2026	55--California Pacific Charter - Los Angeles
	06/25/26	JASO000--Jason D. McFaul	20137004759	6.65	BOD Meeting 6/9/26	55--California Pacific Charter - Los Angeles
		JASO000--Jason D. McFaul	20137004759	6.65	BOD Meeting 6/16/26	55--California Pacific Charter - Los Angeles
	06/25/26	SHIR000--Shirley Peterson	20137004758	5.87	Mileage for Board Meeting 06/16/26 for Shirley Peterson	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 7/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/25/26	OG00001--Institute for Multi-Sensory Education	20137004754	6,855.96	TK-2 Curriculum	55--California Pacific Charter - Los Angeles
	06/25/26	CORN002--Cornerstone Educational Solutions	20137004751	1,800.00	Psych Assessment - May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	KATI002--Katie Hawck	20137004752	71.44	2026 Grad Nite - Meals	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137004752	267.53	2026 Grad Nite - Flights	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137004752	95.11	2026 Grad Nite - Parking/Ride Share	55--California Pacific Charter - Los Angeles
	06/25/26	WEND001--Wendy Waters Barton	20137004750	90.00	Professional Development Reimbursement	55--California Pacific Charter - Los Angeles
	06/25/26	WILL000--William J Howard Jr.	20137004749	7.13	Mileage for Board Meeting 06/16/26	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137004749	59.46	Mileage for Board Meeting 06/09/26	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004742	64.08	Office supplies- cardstock and certificate holders	55--California Pacific Charter - Los Angeles
	06/25/26	AMYE001--Amy Robinson	20137004747	26.83	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004744	19.85	CTE Book for Christian Bonilla	55--California Pacific Charter - Los Angeles
	06/25/26	ALIC002--Alicia Rodriguez-Torres	20137004739	42.20	LA Park Day May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004741	17.98	Bungee cords and paracord for office use	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004740	16.48	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004743	14.52	Materials for student instruction - Flash Cards	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004746	7.00	Supplies for Office - nitrile gloves	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004745	4.60	Supplies for Office	55--California Pacific Charter - Los Angeles
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004730	1,960.00	OT - May 2026	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137004730	3,870.00	Speech - May 2026	55--California Pacific Charter - Los Angeles
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004727	1,120.00	OT - April 2026	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137004727	4,669.99	Speech - April 2026	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004738	399.51	Instructional math materials for students	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004731	182.79	Headsets for Jane Wilson and Karen Duarte	55--California Pacific Charter - Los Angeles
	06/25/26	ROMY001--Romy Fay-Mason	20137004722	51.95	Mileage & Tolls	55--California Pacific Charter - Los Angeles
	06/25/26	GRET000--Gretchen Chamberlain	20137004721	94.62	SPED In-Person Testing	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/25/26	ALIS001--Alisa Sheveland	20137004723	88.45	LA Park Day Mileage	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004734	38.23	Office supplies- Walkie talkies for staff communication	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004732	36.46	Office supplies- envelopes and labels for mailing	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004737	24.24	Office supplies- Printer paper	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004733	12.76	Office supplies- packing paper for mailing	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004735	11.89	Supplies for Office	55--California Pacific Charter - Los Angeles
	06/25/26	AMAZ000--Amazon	20137004736	2.80	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	06/25/26	CHAR003--Charter Tech Services	20137004720	4,241.04	Acer Student Chromebook (8)	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004720	256.00	Student Chromebook Licenses - (8)	55--California Pacific Charter - Los Angeles
	06/25/26	CHAR003--Charter Tech Services	20137004719	36.29	Microsoft Intune Monthly - May 2026	55--California Pacific Charter - Los Angeles
	06/26/26	JOYN001--Joy Nehr	20137004769	224.81	SoCal Graduation June 2026 - Lodging	55--California Pacific Charter - Los Angeles
		JOYN001--Joy Nehr	20137004769	99.68	SoCal Graduation June 2026 - Car Rental	55--California Pacific Charter - Los Angeles
		JOYN001--Joy Nehr	20137004769	310.71	SoCal Graduation June 2026 - Airfare	55--California Pacific Charter - Los Angeles
	06/26/26	JOCE001--Jocelin Jones	20137004768	49.01	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/26/26	KELL001--Kelly Rocha	20137004770	13.60	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/26/26	COUR001--Courtney Young	20137004764	343.66	LA Park Day May 2026 - Mileage/Parking	55--California Pacific Charter - Los Angeles
		COUR001--Courtney Young	20137004764	45.83	LA Park Day May 2026 - Meals	55--California Pacific Charter - Los Angeles
	06/26/26	CORR001--Corrie Amador	20137004763	9.11	SoCal Graduation June 2026 - Meals	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137004763	66.78	SoCal Graduation June 2026- Mileage	55--California Pacific Charter - Los Angeles
	06/26/26	DANI001--Danielle Carbonetta	20137004765	20.57	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004765	20.92	Office Meeting - Meals	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004765	15.91	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/26/26	DENY001--Denya Ciuffo Rose	20137004766	12.26	SoCal Graduation June 2026	55--California Pacific Charter - Los Angeles
	06/30/26	KAIS001--Kaiser	1811547826TC	16,396.84	Medical Premiums Monthly - July 2026	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**$ 106,034.13**		

Company name: California Pacific Charter - San Diego
Report name: Check register
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/01/26	KAIS001--Kaiser	1520202192TC	32,695.35	Medical Premiums Monthly - June 2026	44--California Pacific Charter - San Diego
	06/01/26	METL001--MetLife Small Business Center	20137004668	8,618.08	June 2026 Insurance Premiums	44--California Pacific Charter - San Diego
	06/01/26	CAWE000--CAWEE	101372105	159.80	CAWEE Conference Registration October 2026 - Danielle Carbonetta	44--California Pacific Charter - San Diego
		CAWE000--CAWEE	101372105	159.80	CAWEE Conference Registration October 2026 - Kelly Rocha	44--California Pacific Charter - San Diego
		CAWE000--CAWEE	101372105	159.80	CAWEE Conference Registration October 2026 - Daisuke Nishikawa	44--California Pacific Charter - San Diego
	06/01/26	CHAR003--Charter Tech Services	20137004667	604.48	Dell 27 AiO Desktop for Corrie Amador	44--California Pacific Charter - San Diego
	06/01/26	OG00001--Institute for Multi-Sensory Education	20137004665	108.90	IMSE OG+ Decodable Readers Sets A-C - PDF	44--California Pacific Charter - San Diego
	06/01/26	CHAR003--Charter Tech Services	20137004666	68.61	Staff monitor and HDMI cables Dara Gevairgian and Admin	44--California Pacific Charter - San Diego
	06/02/26	ANTH001--Anthem	1535506294TC	68,152.65	Medical Premiums Monthly - June 2026	44--California Pacific Charter - San Diego
	06/03/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372109	741.51	LEA Medi-Cal Billing Services Fee Monthly April 2026	44--California Pacific Charter - San Diego
	06/03/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372108	466.29	Legal Services for April 2026	44--California Pacific Charter - San Diego
	06/03/26	SANC001--Josue Sanchez	20137004692	250.80	Park Day Video May 2026	44--California Pacific Charter - San Diego
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004687	101.64	Legal Services for March 2026	44--California Pacific Charter - San Diego
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004686	24.42	Legal Services for March 2026	44--California Pacific Charter - San Diego
	06/03/26	WILL000--William J Howard Jr.	20137004690	7.22	Mileage for Board Meeting 05/12/26	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137004690	5.66	Dinner for Board Meeting 05/12/26	44--California Pacific Charter - San Diego
	06/03/26	JASO000--Jason D. McFaul	20137004691	6.92	BOD Meeting 5/12/26	44--California Pacific Charter - San Diego
	06/03/26	SHIR000--Shirley Peterson	20137004689	5.88	Mileage for Board Meeting 05/12/26 for Shirley Peterson	44--California Pacific Charter - San Diego
	06/03/26	EECS000--Effectual Educational Consulting Services	20137004683	1,235.00	OT - April 2026	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004683	600.00	School Nurse - April 2026	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004683	552.00	BIS - April 2026	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004683	30.00	Vision - April 2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004671	3,465.00	Monthly Technology Services for June 2026	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/03/26	CHAR001--Charter Impact	20137004679	909.56	Payroll & Retirement Services Monthly - May 2026	44--California Pacific Charter - San Diego
	06/03/26	KAJE000--Kajeet, Inc	20137004678	905.26	Student Hotspots and Shipping	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004672	661.01	HP Pro Mini Desktop for Jill Tanner	44--California Pacific Charter - San Diego
	06/03/26	DROP001--Dropbox	20137004677	413.10	iPad Storage Services 07/01/2026 - 04/04/2027	44--California Pacific Charter - San Diego
		DROP001--Dropbox	20137004677	133.65	iPad Storage Services 04/05/2026 - 06/30/2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004674	293.99	Microsoft 365 Licenses Monthly - April 2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004673	293.99	Microsoft 365 Licenses Monthly - March 2026	44--California Pacific Charter - San Diego
	06/03/26	SANC001--Josue Sanchez	20137004680	132.00	HQ Interviews - Videographer (Half - Day rate)	44--California Pacific Charter - San Diego
	06/03/26	ALPH000--Alpha Vision, Inc.	101372106	125.07	Google Drive Back-Up Monthly - June 2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004670	26.61	Microsoft Intune Monthly - April 2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004669	26.61	Microsoft Intune Monthly - March 2026	44--California Pacific Charter - San Diego
	06/03/26	CHAR003--Charter Tech Services	20137004675	48.47	Replacement Chromebook Chargers for Students	44--California Pacific Charter - San Diego
	06/04/26	ARNE001--A&R Parcel Three	1551971320TC	2,731.41	Office Space Rent - June 2026	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	1551971320TC	115.42	Office Space DOE - June 2026	44--California Pacific Charter - San Diego
	06/04/26	WORL000--Worldwide Express	1551971322Tc	243.21	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	06/10/26	CHAR002--Charters Choice Educational Services	101372110	187.50	Interpreting April 2026	44--California Pacific Charter - San Diego
	06/10/26	ECCI000--ECC Imaging LLC	101372111	55.86	Copier Overages Monthly - May 2026	44--California Pacific Charter - San Diego
	06/11/26	WORL000--Worldwide Express	1624947158TC	100.29	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	06/11/26	UKG0001--UKG	20137004698	144.42	Usage Overage Fee April 2026	44--California Pacific Charter - San Diego
	06/11/26	DELA000--De Lage Landen Financial Services Inc.	20137004700	143.41	Copier Lease Monthly - June 2026	44--California Pacific Charter - San Diego
	06/11/26	PITN000--Pitney Bowes Global Financial Services LLC	20137004696	21.80	Postage Machine Lease - Quarterly Jun 26	44--California Pacific Charter - San Diego
		PITN000--Pitney Bowes Global Financial Services LLC	20137004696	44.93	Postage Machine Lease - Quarterly Jul 26 - Aug 26	44--California Pacific Charter - San Diego
	06/11/26	STAP000--Staples	20137004701	22.68	Supplies for Office	44--California Pacific Charter - San Diego

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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/11/26	AMAZ000--Amazon	20137004693	21.51	Office supplies for mailing	44--California Pacific Charter - San Diego
	06/11/26	AMAZ000--Amazon	20137004697	6.25	Office supplies- shipping labels	44--California Pacific Charter - San Diego
	06/11/26	AMAZ000--Amazon	20137004695	3.39	SPED materials for staff instruction	44--California Pacific Charter - San Diego
	06/15/26	BERK000--Berkshire Hathaway	1669501763TC	5,757.23	Worker's Comp May 2026	44--California Pacific Charter - San Diego
	06/15/26	TAMA001--Tamara Hicks	101372116	32.69	SD Park Day May 2026 - Meal	44--California Pacific Charter - San Diego
		TAMA001--Tamara Hicks	101372116	52.20	SD Park Day May 2026 - Mileage	44--California Pacific Charter - San Diego
	06/15/26	CULL001--Culligan	101372114	22.76	Water Cooler Rental Monthly - June 2026	44--California Pacific Charter - San Diego
	06/15/26	ASHL000--Ashlynn Del Castillo	101372113	46.98	SD Park Day May 2026	44--California Pacific Charter - San Diego
	06/16/26	RING000--RingCentral	20137004709	1,067.65	Phone Bill Monthly - May 2026	44--California Pacific Charter - San Diego
	06/16/26	ALLS001--All Systems Go Veterinary Solutions	20137004703	816.37	Marketing Monthly - June 2026	44--California Pacific Charter - San Diego
	06/16/26	SARA001--Sarah Simkin	20137004707	2,000.00	Speech - May 2026	44--California Pacific Charter - San Diego
	06/16/26	BULK001--Bulk Bookstore	20137004705	463.73	Novels 264 Quantity	44--California Pacific Charter - San Diego
	06/16/26	CHAR003--Charter Tech Services	20137004702	11.94	Cleaning Supplies for IT Department	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004702	30.28	Speaker, Display Port Cables, Webcam for Jill Tanner	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004702	15.64	Replacement Dell Charger for Tawnee Keene	44--California Pacific Charter - San Diego
	06/16/26	MICH001--Michelle Ignacio	20137004710	331.40	SPED In-Person Testing - Mileage	44--California Pacific Charter - San Diego
	06/16/26	AMAZ000--Amazon	20137004706	61.50	Headphones for Office Staff	44--California Pacific Charter - San Diego
	06/16/26	KRIS000--Kristine Kim	20137004714	32.68	SD Park Day May 2026 - Meals	44--California Pacific Charter - San Diego
		KRIS000--Kristine Kim	20137004714	86.64	SD Park Day May 2026 - Mileage	44--California Pacific Charter - San Diego
	06/16/26	AIMA001--Aimara Vazquez	20137004713	33.88	Substitute Permit Fees Reimbursement	44--California Pacific Charter - San Diego
	06/16/26	LAUR001--Laurel Colton	20137004711	26.40	TB Testing	44--California Pacific Charter - San Diego
	06/16/26	AMAZ000--Amazon	20137004704	26.32	Materials for student in CPC-SD	44--California Pacific Charter - San Diego
	06/17/26	CASBO01--CASBO	101372119	595.00	CASBO Yearly Membership - 7/1/2026-6/30/2027	44--California Pacific Charter - San Diego
	06/18/26	WORL000--Worldwide Express	1696050314TC	193.37	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	06/22/26	OHIO001--Ohio Bureau of Workers' Compensation	1733822485TC	40.80	Ohio Worker's Comp 2026-27	44--California Pacific Charter - San Diego
	06/23/26	CHAR003--Charter Tech Services	20137004718	293.99	Microsoft 365 Licenses Monthly - April 2026	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/23/26	CHAR003--Charter Tech Services	20137004717	230.08	Managed Detection and Response (MDR) - May 2026	44--California Pacific Charter - San Diego
	06/23/26	AMAZ000--Amazon	20137004716	15.41	Supplies for Office - beverages for event	44--California Pacific Charter - San Diego
	06/23/26	AMAZ000--Amazon	20137004715	6.25	Office supplies- shipping labels	44--California Pacific Charter - San Diego
	06/24/26	JASO000--Jason D. McFaul	1220284261	200.00	June 2026 Board Stipends - JM	44--California Pacific Charter - San Diego
	06/24/26	WILL000--William J Howard Jr.	1220284226	200.00	June 2026 Board Stipends - WH	44--California Pacific Charter - San Diego
	06/24/26	TANY001--Tanya Rogers	1220284219	200.00	June 2026 Board Stipends - TR	44--California Pacific Charter - San Diego
	06/24/26	KELL000--Kelly Wylie	1220284267	200.00	June 2026 Board Stipends - KW	44--California Pacific Charter - San Diego
	06/24/26	SHIR000--Shirley Peterson	1220284292	200.00	June 2026 Board Stipends - SP	44--California Pacific Charter - San Diego
	06/24/26	ALEX000--Alexis Morfin	101372127	6.89	SoCal Graduation June 2026 - Mileage	44--California Pacific Charter - San Diego
	06/24/26	PART000--Partners in Special Education	101372125	125.00	APE - April 2026	44--California Pacific Charter - San Diego
	06/24/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372123	618.75	LEA Medi-Cal Billing Services Fee Monthly May and June 2026	44--California Pacific Charter - San Diego
	06/25/26	PHIL000--Philadelphia Insurance Companies	1769954392TC	4,070.64	July Insurance Premiums FY 26/27	44--California Pacific Charter - San Diego
	06/25/26	WORL000--Worldwide Express	1767776639TC	109.03	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	06/25/26	TIFF001--Tiffany Cozzi	101372137	41.11	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/25/26	SHEL001--Shelby Sullivan	101372136	40.74	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/25/26	LISA003--Lisa Petrocelly	101372132	8.61	Multiplication Master Award	44--California Pacific Charter - San Diego
		LISA003--Lisa Petrocelly	101372132	47.13	SD Park Day May 2026	44--California Pacific Charter - San Diego
	06/25/26	JANE001--Jane Willson	101372135	7.39	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/25/26	KARE001--Karen Duarte	101372133	7.39	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/25/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372128	534.27	Legal Servies for May 2026	44--California Pacific Charter - San Diego
	06/25/26	SANC001--Josue Sanchez	20137004762	448.80	Graduation - Videography and Editing; Disney Trip Video Editing	44--California Pacific Charter - San Diego
	06/25/26	DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 5.12.26 Mileage	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 6.9.26 Mileage	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 6.16.26 Mileage	44--California Pacific Charter - San Diego
	06/25/26	JILL001--Jill Stubbs	20137004760	12.40	SD Park Day May 2026 - Mileage	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
		JILL001--Jill Stubbs	20137004760	32.69	SD Park Day May 2026 - Meal	44--California Pacific Charter - San Diego
	06/25/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004756	215.98	Legal Services for April 2026	44--California Pacific Charter - San Diego
	06/25/26	JASO000--Jason D. McFaul	20137004759	6.64	BOD Meeting 6/9/26	44--California Pacific Charter - San Diego
		JASO000--Jason D. McFaul	20137004759	6.64	BOD Meeting 6/16/26	44--California Pacific Charter - San Diego
	06/25/26	SHIR000--Shirley Peterson	20137004758	5.88	Mileage for Board Meeting 06/16/26 for Shirley Peterson	44--California Pacific Charter - San Diego
	06/25/26	OG00001--Institute for Multi-Sensory Education	20137004754	5,027.70	TK-2 Curriculum	44--California Pacific Charter - San Diego
	06/25/26	KATI002--Katie Hawck	20137004752	72.96	2026 Grad Nite - Flights	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137004752	19.48	2026 Grad Nite - Meals	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137004752	25.94	2026 Grad Nite - Parking/Ride Share	44--California Pacific Charter - San Diego
	06/25/26	WEND001--Wendy Waters Barton	20137004750	66.00	Professional Development Reimbursement	44--California Pacific Charter - San Diego
	06/25/26	WILL000--William J Howard Jr.	20137004749	7.13	Mileage for Board Meeting 06/16/26	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137004749	59.45	Mileage for Board Meeting 06/09/26	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004742	46.99	Office supplies- cardstock and certificate holders	44--California Pacific Charter - San Diego
	06/25/26	AMYE001--Amy Robinson	20137004747	26.83	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004744	14.56	CTE Book for Christian Bonilla	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004741	13.19	Bungee cords and paracord for office use	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004740	12.08	Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004743	10.65	Materials for student instruction - Flash Cards	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004746	5.14	Supplies for Office - nitrile gloves	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004745	3.38	Supplies for Office	44--California Pacific Charter - San Diego
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004726	1,295.00	OT - May 2026	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004726	2,050.00	Speech - May 2026	44--California Pacific Charter - San Diego
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004729	870.00	Speech - April 2026	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004729	700.00	OT - April 2026	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004738	292.97	Instructional math materials for students	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004731	134.05	Headsets for Jane Wilson and Karen Duarte	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/25/26	AMAZ000--Amazon	20137004728	166.78	Student supplies for SD Park Day	44--California Pacific Charter - San Diego
	06/25/26	ROMY001--Romy Fay-Mason	20137004722	38.09	Mileage & Tolls	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004734	28.03	Office supplies- Walkie talkies for staff communication	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004732	26.74	Office supplies- envelopes and labels for mailing	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004737	17.77	Office supplies- Printer paper	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004733	9.36	Office supplies- packing paper for mailing	44--California Pacific Charter - San Diego
	06/25/26	AMAZ000--Amazon	20137004735	8.73	Supplies for Office	44--California Pacific Charter - San Diego
	06/25/26	CHAR003--Charter Tech Services	20137004720	3,710.91	Acer Student Chromebook (7)	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004720	224.00	Student Chromebook Licenses - (7)	44--California Pacific Charter - San Diego
	06/25/26	CHAR003--Charter Tech Services	20137004719	26.61	Microsoft Intune Monthly - May 2026	44--California Pacific Charter - San Diego
	06/26/26	JOYN001--Joy Nehr	20137004769	310.70	SoCal Graduation June 2026 - Airfare	44--California Pacific Charter - San Diego
		JOYN001--Joy Nehr	20137004769	99.67	SoCal Graduation June 2026 - Car Rental	44--California Pacific Charter - San Diego
		JOYN001--Joy Nehr	20137004769	224.81	SoCal Graduation June 2026 - Lodging	44--California Pacific Charter - San Diego
	06/26/26	JOCE001--Jocelin Jones	20137004768	49.01	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/26/26	KELL001--Kelly Rocha	20137004770	13.59	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/26/26	CORR001--Corrie Amador	20137004763	66.77	SoCal Graduation June 2026- Mileage	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137004763	9.10	SoCal Graduation June 2026 - Meals	44--California Pacific Charter - San Diego
	06/26/26	DANI001--Danielle Carbonetta	20137004765	20.57	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004765	15.34	Office Meeting - Meals	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004765	15.90	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/26/26	DENY001--Denya Ciuffo Rose	20137004766	12.25	SoCal Graduation June 2026	44--California Pacific Charter - San Diego
	06/30/26	KAIS001--Kaiser	1811547826TC	12,388.72	Medical Premiums Monthly - July 2026	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 173,941.06**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/01/26	CAWE000--CAWEE	101372105	98.70	CAWEE Conference Registration October 2026 - Daisuke Nishikawa	95--California Pacific Charter - Sonoma
		CAWE000--CAWEE	101372105	98.70	CAWEE Conference Registration October 2026 - Danielle Carbonetta	95--California Pacific Charter - Sonoma
		CAWE000--CAWEE	101372105	98.70	CAWEE Conference Registration October 2026 - Kelly Rocha	95--California Pacific Charter - Sonoma
	06/01/26	CHAR003--Charter Tech Services	20137004667	402.98	Dell 27 AiO Desktop for Corrie Amador	95--California Pacific Charter - Sonoma
	06/01/26	OG00001--Institute for Multi-Sensory Education	20137004665	72.60	IMSE OG+ Decodable Readers Sets A-C - PDF	95--California Pacific Charter - Sonoma
	06/01/26	CHAR003--Charter Tech Services	20137004666	45.74	Staff monitor and HDMI cables Dara Gevairgian and Admin	95--California Pacific Charter - Sonoma
	06/03/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372109	494.34	LEA Medi-Cal Billing Services Fee Monthly April 2026	95--California Pacific Charter - Sonoma
	06/03/26	PRO0001--Professional Tutors of America Inc	101372107	1,164.00	SAI (Tutoring) - April 2026	95--California Pacific Charter - Sonoma
	06/03/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372108	310.86	Legal Services for April 2026	95--California Pacific Charter - Sonoma
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004688	776.50	Legal Services for March 2026	95--California Pacific Charter - Sonoma
	06/03/26	SANC001--Josue Sanchez	20137004692	167.20	Park Day Video May 2026	95--California Pacific Charter - Sonoma
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004687	67.76	Legal Services for March 2026	95--California Pacific Charter - Sonoma
	06/03/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004686	16.28	Legal Services for March 2026	95--California Pacific Charter - Sonoma
	06/03/26	WILL000--William J Howard Jr.	20137004690	5.67	Dinner for Board Meeting 05/12/26	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137004690	7.23	Mileage for Board Meeting 05/12/26	95--California Pacific Charter - Sonoma
	06/03/26	JASO000--Jason D. McFaul	20137004691	6.91	BOD Meeting 5/12/26	95--California Pacific Charter - Sonoma
	06/03/26	SHIR000--Shirley Peterson	20137004689	5.87	Mileage for Board Meeting 05/12/26 for Shirley Peterson	95--California Pacific Charter - Sonoma
	06/03/26	EECS000--Effectual Educational Consulting Services	20137004682	1,170.00	APE - April 2026	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004682	450.00	Nurse - April 2026	95--California Pacific Charter - Sonoma
	06/03/26	OXFO000--Oxford Consulting Services, Inc.	20137004681	448.00	BIS - April 2026	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/03/26	CHAR003--Charter Tech Services	20137004671	2,310.00	Monthly Technology Services for June 2026	95--California Pacific Charter - Sonoma
	06/03/26	CHAR001--Charter Impact	20137004679	606.38	Payroll & Retirement Services Monthly - May 2026	95--California Pacific Charter - Sonoma
	06/03/26	KAJE000--Kajeet, Inc	20137004678	603.51	Student Hotspots and Shipping	95--California Pacific Charter - Sonoma
	06/03/26	CHAR003--Charter Tech Services	20137004672	440.68	HP Pro Mini Desktop for Jill Tanner	95--California Pacific Charter - Sonoma
	06/03/26	DROP001--Dropbox	20137004677	255.15	iPad Storage Services 07/01/2026 - 04/04/2027	95--California Pacific Charter - Sonoma
		DROP001--Dropbox	20137004677	89.10	iPad Storage Services 04/05/2026 - 06/30/2026	95--California Pacific Charter - Sonoma
	06/03/26	CHAR003--Charter Tech Services	20137004674	195.99	Microsoft 365 Licenses Monthly - April 2026	95--California Pacific Charter - Sonoma
	06/03/26	CHAR003--Charter Tech Services	20137004673	195.99	Microsoft 365 Licenses Monthly - March 2026	95--California Pacific Charter - Sonoma
	06/03/26	SANC001--Josue Sanchez	20137004680	88.00	HQ Interviews - Videographer (Half - Day rate)	95--California Pacific Charter - Sonoma
	06/03/26	ALPH000--Alpha Vision, Inc.	101372106	83.38	Google Drive Back-Up Monthly - June 2026	95--California Pacific Charter - Sonoma
	06/03/26	FRAS001--Frasco Investigative Services	20137004676	113.00	Investigative Services for March 2026	95--California Pacific Charter - Sonoma
	06/03/26	CHAR003--Charter Tech Services	20137004670	17.74	Microsoft Intune Monthly - April 2026	95--California Pacific Charter - Sonoma
	06/03/26	CHAR003--Charter Tech Services	20137004669	17.74	Microsoft Intune Monthly - March 2026	95--California Pacific Charter - Sonoma
	06/04/26	ARNE001--A&R Parcel Three	1551971320TC	76.94	Office Space DOE - June 2026	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	1551971320TC	1,820.94	Office Space Rent - June 2026	95--California Pacific Charter - Sonoma
	06/04/26	WORL000--Worldwide Express	1551971322Tc	179.47	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	06/10/26	CHAR002--Charters Choice Educational Services	101372110	125.00	Interpreting April 2026	95--California Pacific Charter - Sonoma
	06/10/26	ECCI000--ECC Imaging LLC	101372111	37.24	Copier Overages Monthly - May 2026	95--California Pacific Charter - Sonoma
	06/11/26	WORL000--Worldwide Express	1624947158TC	58.83	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	06/11/26	UKG0001--UKG	20137004698	96.28	Usage Overage Fee April 2026	95--California Pacific Charter - Sonoma
	06/11/26	DELA000--De Lage Landen Financial Services Inc.	20137004700	95.60	Copier Lease Monthly - June 2026	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/11/26	PITN000--Pitney Bowes Global Financial Services LLC	20137004696	14.54	Postage Machine Lease - Quarterly Jun 26	95--California Pacific Charter - Sonoma
		PITN000--Pitney Bowes Global Financial Services LLC	20137004696	27.75	Postage Machine Lease - Quarterly Jul 26 - Aug 26	95--California Pacific Charter - Sonoma
	06/11/26	STAP000--Staples	20137004701	15.12	Supplies for Office	95--California Pacific Charter - Sonoma
	06/11/26	AMAZ000--Amazon	20137004693	14.34	Office supplies for mailing	95--California Pacific Charter - Sonoma
	06/11/26	UNPL001--Unplug Studio LLC	20137004699	65.00	Website Hosting and Maintenance Monthly - June 2026	95--California Pacific Charter - Sonoma
	06/11/26	AMAZ000--Amazon	20137004697	4.17	Office supplies- shipping labels	95--California Pacific Charter - Sonoma
	06/11/26	AMAZ000--Amazon	20137004695	2.26	SPED materials for staff instruction	95--California Pacific Charter - Sonoma
	06/15/26	MYCH001--Mychal Garcia	101372115	71.23	NorCal Park Day May 2026 - Meals	95--California Pacific Charter - Sonoma
		MYCH001--Mychal Garcia	101372115	312.84	NorCal Park Day May 2026 - Mileage	95--California Pacific Charter - Sonoma
	06/15/26	CULL001--Culligan	101372114	15.17	Water Cooler Rental Monthly - June 2026	95--California Pacific Charter - Sonoma
	06/16/26	KRIS003--Kristen Raven	Voided - 10137	(2.27)	CalSTRS excess contribution net refund	95--California Pacific Charter - Sonoma
	06/16/26	RING000--RingCentral	20137004709	711.77	Phone Bill Monthly - May 2026	95--California Pacific Charter - Sonoma
	06/16/26	ALLS001--All Systems Go Veterinary Solutions	20137004703	544.24	Marketing Monthly - June 2026	95--California Pacific Charter - Sonoma
	06/16/26	BULK001--Bulk Bookstore	20137004705	309.15	Novels 264 Quantity	95--California Pacific Charter - Sonoma
	06/16/26	CHAR003--Charter Tech Services	20137004702	20.19	Speaker, Display Port Cables, Webcam for Jill Tanner	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004702	7.96	Cleaning Supplies for IT Department	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004702	10.43	Replacement Dell Charger for Tawnee Keene	95--California Pacific Charter - Sonoma
	06/16/26	AMAZ000--Amazon	20137004706	41.01	Headphones for Office Staff	95--California Pacific Charter - Sonoma
	06/16/26	AIMA001--Aimara Vazquez	20137004713	22.58	Substitute Permit Fees Reimbursement	95--California Pacific Charter - Sonoma
	06/16/26	LAUR001--Laurel Colton	20137004711	17.60	TB Testing	95--California Pacific Charter - Sonoma
	06/17/26	CASBO01--CASBO	101372119	367.50	CASBO Yearly Membership - 7/1/2026-6/30/2027	95--California Pacific Charter - Sonoma
	06/17/26	KRIS003--Kristen Raven	101372120	2.27	CalSTRS excess contribution net refund	95--California Pacific Charter - Sonoma
	06/18/26	WORL000--Worldwide Express	1696050314TC	113.24	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	06/22/26	OHIO001--Ohio Bureau of Workers' Compensation	1733822485TC	25.20	Ohio Worker's Comp 2026-27	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/23/26	CHAR003--Charter Tech Services	20137004718	195.99	Microsoft 365 Licenses Monthly - April 2026	95--California Pacific Charter - Sonoma
	06/23/26	CHAR003--Charter Tech Services	20137004717	153.38	Managed Detection and Response (MDR) - May 2026	95--California Pacific Charter - Sonoma
	06/23/26	AMAZ000--Amazon	20137004716	10.27	Supplies for Office - beverages for event	95--California Pacific Charter - Sonoma
	06/23/26	AMAZ000--Amazon	20137004715	4.17	Office supplies- shipping labels	95--California Pacific Charter - Sonoma
	06/24/26	JASO000--Jason D. McFaul	1220284261	200.00	June 2026 Board Stipends - JM	95--California Pacific Charter - Sonoma
	06/24/26	WILL000--William J Howard Jr.	1220284226	200.00	June 2026 Board Stipends - WH	95--California Pacific Charter - Sonoma
	06/24/26	TANY001--Tanya Rogers	1220284219	200.00	June 2026 Board Stipends - TR	95--California Pacific Charter - Sonoma
	06/24/26	KELL000--Kelly Wylie	1220284267	200.00	June 2026 Board Stipends - KW	95--California Pacific Charter - Sonoma
	06/24/26	SHIR000--Shirley Peterson	1220284292	200.00	June 2026 Board Stipends - SP	95--California Pacific Charter - Sonoma
	06/24/26	ALEX000--Alexis Morfin	101372127	19.05	NorCal Graduation June 2026 - Meals	95--California Pacific Charter - Sonoma
		ALEX000--Alexis Morfin	101372127	45.96	NorCal Graduation June 2026 - Parking/Mileage	95--California Pacific Charter - Sonoma
	06/24/26	SPEC000--Specialized Therapy Services	101372126	1,087.50	BIS - April 2026	95--California Pacific Charter - Sonoma
	06/24/26	PART000--Partners in Special Education	101372124	1,000.00	APE - April 2026	95--California Pacific Charter - Sonoma
	06/24/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372123	412.50	LEA Medi-Cal Billing Services Fee Monthly May and June 2026	95--California Pacific Charter - Sonoma
	06/25/26	PHIL000--Philadelphia Insurance Companies	1769954392TC	2,514.23	July Insurance Premiums FY 26/27	95--California Pacific Charter - Sonoma
	06/25/26	WORL000--Worldwide Express	1767776639TC	44.36	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	06/25/26	HOLL001--Holly Hess	101372138	250.13	NorCal Park Day May 2026	95--California Pacific Charter - Sonoma
	06/25/26	LISA003--Lisa Petrocelly	101372132	5.74	Multiplication Master Award	95--California Pacific Charter - Sonoma
	06/25/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372128	356.18	Legal Servies for May 2026	95--California Pacific Charter - Sonoma
		YMCL000--Law Offices of Young, Minney & Corr. LLP	101372128	1,243.00	Legal Services for May 2026	95--California Pacific Charter - Sonoma
	06/25/26	PRO0001--Professional Tutors of America Inc	101372129	1,382.25	SAI (Tutoring) - May 2026	95--California Pacific Charter - Sonoma
	06/25/26	SANC001--Josue Sanchez	20137004762	299.20	Graduation - Videography and Editing; Disney Trip Video Editing	95--California Pacific Charter - Sonoma
	06/25/26	DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 5.12.26 Mileage	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
		DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 6.9.26 Mileage	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137004761	11.91	BOD Meeting 6.16.26 Mileage	95--California Pacific Charter - Sonoma
	06/25/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004756	143.99	Legal Services for April 2026	95--California Pacific Charter - Sonoma
	06/25/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004755	181.50	Legal Services for April 2026	95--California Pacific Charter - Sonoma
	06/25/26	JASO000--Jason D. McFaul	20137004759	6.65	BOD Meeting 6/9/26	95--California Pacific Charter - Sonoma
		JASO000--Jason D. McFaul	20137004759	6.65	BOD Meeting 6/16/26	95--California Pacific Charter - Sonoma
	06/25/26	SHIR000--Shirley Peterson	20137004758	5.87	Mileage for Board Meeting 06/16/26 for Shirley Peterson	95--California Pacific Charter - Sonoma
	06/25/26	OG00001--Institute for Multi-Sensory Education	20137004754	3,351.80	TK-2 Curriculum	95--California Pacific Charter - Sonoma
	06/25/26	KATI002--Katie Hawck	20137004752	38.97	2026 Grad Nite - Meals	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137004752	145.92	2026 Grad Nite - Flights	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137004752	51.88	2026 Grad Nite - Parking/Ride Share	95--California Pacific Charter - Sonoma
	06/25/26	OXFO000--Oxford Consulting Services, Inc.	20137004753	640.00	BIS - May 2026	95--California Pacific Charter - Sonoma
	06/25/26	WEND001--Wendy Waters Barton	20137004750	44.00	Professional Development Reimbursement	95--California Pacific Charter - Sonoma
	06/25/26	WILL000--William J Howard Jr.	20137004749	59.44	Mileage for Board Meeting 06/09/26	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137004749	7.13	Mileage for Board Meeting 06/16/26	95--California Pacific Charter - Sonoma
	06/25/26	AMYE001--Amy Robinson	20137004748	163.10	NorCal Graduation June 2026 - Flights	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004742	31.33	Office supplies- cardstock and certificate holders	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004744	9.71	CTE Book for Christian Bonilla	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004741	8.79	Bungee cords and paracord for office use	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004740	8.06	Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004743	7.10	Materials for student instruction - Flash Cards	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004746	3.42	Supplies for Office - nitrile gloves	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004745	2.25	Supplies for Office	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004738	195.32	Instructional math materials for students	95--California Pacific Charter - Sonoma
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004725	770.00	OT - April 2026	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004731	89.36	Headsets for Jane Wilson and Karen Duarte	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 7/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	06/25/26	TSWT000--TSW Therapy, Inc.	20137004724	140.00	OT - May 2026	95--California Pacific Charter - Sonoma
	06/25/26	ROMY001--Romy Fay-Mason	20137004722	25.40	Mileage & Tolls	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004734	18.69	Office supplies- Walkie talkies for staff communication	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004732	17.83	Office supplies- envelopes and labels for mailing	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004737	11.85	Office supplies- Printer paper	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004733	6.24	Office supplies- packing paper for mailing	95--California Pacific Charter - Sonoma
	06/25/26	AMAZ000--Amazon	20137004735	5.81	Supplies for Office	95--California Pacific Charter - Sonoma
	06/25/26	CHAR003--Charter Tech Services	20137004720	2,650.65	Acer Student Chromebook (5)	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004720	160.00	Student Chromebook Licenses - (5)	95--California Pacific Charter - Sonoma
	06/25/26	CHAR003--Charter Tech Services	20137004719	17.74	Microsoft Intune Monthly - May 2026	95--California Pacific Charter - Sonoma
	06/26/26	ERIK001--Erika Stevens	20137004767	75.57	NorCal Graduation June 2026 - Rideshare	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004767	333.22	NorCal Graduation June 2026 - Hotel	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004767	124.39	NorCal Graduation June 2026 - Meals	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004767	456.80	NorCal Graduation June 2026 - Airfare	95--California Pacific Charter - Sonoma
	06/26/26	DANI001--Danielle Carbonetta	20137004765	10.23	Office Meeting - Meals	95--California Pacific Charter - Sonoma
	06/30/26	KAIS001--Kaiser	1811547826TC	7,651.86	Medical Premiums Monthly - July 2026	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 43,886.45**		

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/01/26	MYCH001--Mychal Garcia	101372139	95.72	DLAC Ignite February 2026 - Meals	55--California Pacific Charter - Los Angeles
		MYCH001--Mychal Garcia	101372139	130.82	DLAC Ignite February 2026 - Mileage/Parking	55--California Pacific Charter - Los Angeles
	07/01/26	STELL01--Stella Vandegrift	101372140	6.40	Manual Payroll Check	55--California Pacific Charter - Los Angeles
	07/01/26	STELL01--Stella Vandegrift	Voided - 101372050	(6.40)	Manual Payroll Check	55--California Pacific Charter - Los Angeles
	07/01/26	MYCH001--Mychal Garcia	Voided - 101372042	(130.82)	DLAC Ignite February 2026 - Mileage/Parking	55--California Pacific Charter - Los Angeles
		MYCH001--Mychal Garcia	Voided - 101372042	(95.72)	DLAC Ignite February 2026 - Meals	55--California Pacific Charter - Los Angeles
	07/01/26	JENN001--Jennifer Byus	Voided - 101372053	(50.10)	LA Natural History Museum Field Trip Mar 2026 - Mileage & Parking	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101372053	(22.05)	TB Test Reimbursement	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101372053	(10.12)	Grief Counseling Curriculum	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101372053	(9.27)	Office Mileage	55--California Pacific Charter - Los Angeles
	07/02/26	WORL000--Worldwide Express	1833784869TC	132.63	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	07/02/26	DEPT000--Department of Justice	101372142	22.05	Fingerprint Processing - April 2026	55--California Pacific Charter - Los Angeles
	07/02/26	DELA000--De Lage Landen Financial Services Inc.	20137004776	195.55	Copier Lease Monthly - July 2026	55--California Pacific Charter - Los Angeles
	07/02/26	CHRI001--Christine Feher	20137004775	14.87	SoCal Graduation June 2026 Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004775	30.46	BOD Meeting 5.12.26 & 6.9.26 Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004775	128.33	LA Authorizer Visit June 2026 Mileage	55--California Pacific Charter - Los Angeles
	07/02/26	JENN001--Jennifer Byus	20137004771	50.10	LA Natural History Museum Field Trip Mar 2026 - Mileage & Parking	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	20137004771	9.27	Office Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	20137004771	10.12	Grief Counseling Curriculum	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	20137004771	22.05	TB Test Reimbursement	55--California Pacific Charter - Los Angeles
	07/03/26	WAY0001--Wayfinder Family Services	101372148	779.63	NPS Placement - June 2026 CPC-LA	55--California Pacific Charter - Los Angeles
	07/03/26	ALPH000--Alpha Vision, Inc.	101372146	170.55	Google Drive Back-Up Monthly - July 2026	55--California Pacific Charter - Los Angeles
	07/03/26	ECCI000--ECC Imaging LLC	101372147	129.63	Copier Overages Monthly - June 2026	55--California Pacific Charter - Los Angeles
	07/03/26	ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	3,596.63	Alludo Licenses and District Engagement Services 27/28 SY	55--California Pacific Charter - Los Angeles
		ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	3,596.63	Alludo Licenses and District Engagement Services 26/27 SY	55--California Pacific Charter - Los Angeles
		ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	3,596.63	Alludo Licenses and District Engagement Services 28/29 SY	55--California Pacific Charter - Los Angeles
	07/03/26	PATH001--Pathful	20137004786	4,207.75	Licenses for CTE 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	NOTA001--Notable, Inc. (Kami)	20137004793	3,429.00	School Subscription for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	UKG0001--UKG	20137004799	2,954.07	Payroll Processing Fees Qrtrly Jul-Sep 2026	55--California Pacific Charter - Los Angeles
	07/03/26	BOAR001--BoardOnTrack, Inc.	20137004794	2,835.00	Board on Track Renewal 26-27	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/03/26	LEAR002--Language Tree Online, Inc.	20137004790	243.00	ELPAC Performance Indicator (21-99)	55--California Pacific Charter - Los Angeles
		LEAR002--Language Tree Online, Inc.	20137004790	135.00	Online ELD 1 Professional Development course	55--California Pacific Charter - Los Angeles
		LEAR002--Language Tree Online, Inc.	20137004790	2,416.50	COMP ELD Levels 1 & 2 (10-49)	55--California Pacific Charter - Los Angeles
	07/03/26	BRAP000--BrainPOP LLC	101372145	2,571.75	ELL Curriculum for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	JOFF000--Joffe Emergency Services	20137004788	2,236.50	Joffe Emergency Service Membership + Virtual Training	55--California Pacific Charter - Los Angeles
	07/03/26	ESGI001--ESGI, LLC	20137004792	1,902.15	Assessment Licenses for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	AMIR001--Amira Learning, Inc.	20137004791	1,350.00	CA Dyslexia Subscription for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	SANJ000--San Joaquin County Office of Education - SEIS	101372143	832.50	EDJOIN Account 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	ALLS001--All Systems Go Veterinary Solutions	20137004785	592.15	Marketing Monthly - Contract Rate Adjustment June 2026	55--California Pacific Charter - Los Angeles
	07/03/26	PADL001--Padlet	20137004795	540.00	Software for Student Collaboration 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	DOCU000--Document Tracking Services	101372144	371.25	Document Tracking Services for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	3PLE000--3P Learning Inc.	20137004789	252.00	Mathseeds & Reading Eggs Subscription 26/27 SY	55--California Pacific Charter - Los Angeles
	07/03/26	UKG0001--UKG	20137004798	206.32	Usage Overage Fee May 2026	55--California Pacific Charter - Los Angeles
	07/03/26	JENN001--Jennifer Byus	20137004796	26.61	2026 Grad Night - Supplies	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	20137004796	14.87	SoCal Graduation June 2026 - Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	20137004796	11.32	2026 Grad Night - Mileage	55--California Pacific Charter - Los Angeles
	07/03/26	CHAR001--Charter Impact	20137004783	1,240.31	Payroll & Retirement Services Monthly - June 2026	55--California Pacific Charter - Los Angeles
	07/03/26	CHAR001--Charter Impact	20137004784	1,240.31	Payroll & Retirement Services Monthly - July 2026	55--California Pacific Charter - Los Angeles
	07/03/26	OXFO000--Oxford Consulting Services, Inc.	20137004781	4,400.00	Psych Assessments May 2026	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004781	2,432.00	BIS May 2026	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004781	168.00	PT May 2026	55--California Pacific Charter - Los Angeles
	07/03/26	EECS000--Effectual Educational Consulting Services	20137004780	367.50	PT - May 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004780	1,140.00	APE - May 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004780	240.00	School Nurse - May 2026	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004780	480.00	Vision - May 2026	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/06/26	ARNE001--A&R Parcel Three	1879078194TC	179.88	Office Space Doe - July 026	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	1879078194TC	3,702.15	Office Space Rent - July 2026	55--California Pacific Charter - Los Angeles
	07/06/26	CURI001--Curipod Inc	20137004801	1,799.55	Classroom interactive presentation tool License 26/27 SY	55--California Pacific Charter - Los Angeles
	07/08/26	CULL001--Culligan	101372153	31.03	Water Cooler Rental Monthly - July 2026	55--California Pacific Charter - Los Angeles
	07/08/26	SMAL001--Small School Districts' Association	101372156	900.00	SSDA Membership - Charter Network 26/27 SY	55--California Pacific Charter - Los Angeles
	07/08/26	PRO0001--Professional Tutors of America Inc	101372149	1,968.75	SAI (Reading Intervention) - May 2026	55--California Pacific Charter - Los Angeles
	07/08/26	PART000--Partners in Special Education	101372155	250.00	APE - May 2026	55--California Pacific Charter - Los Angeles
	07/08/26	IMA0001--IMA, Inc.	20137004802	4,000.21	Cyber Liability Insurance 26/27 SY	55--California Pacific Charter - Los Angeles
	07/09/26	WORL000--Worldwide Express	1906066487TC	170.12	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	07/09/26	AMAZ000--Amazon	20137004822	19.39	Supplies for Office	55--California Pacific Charter - Los Angeles
	07/09/26	AMAZ000--Amazon	20137004821	4.12	Supplies for Office	55--California Pacific Charter - Los Angeles
	07/09/26	GRET000--Gretchen Chamberlain	20137004813	3,034.13	Reimbursement Admin Clear Credential	55--California Pacific Charter - Los Angeles
	07/09/26	PARE000--ParentSquare Inc.	20137004818	2,929.97	Contract for 26/27 SY School-to-Home Communication	55--California Pacific Charter - Los Angeles
	07/09/26	SEES000--Seesaw Learning, Inc.	20137004816	1,593.00	Seesaw AI and Instruction & Insights Online Curriculum Subscription for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/09/26	RING000--RingCentral	20137004812	1,450.63	Phone Bill Monthly - June 2026	55--California Pacific Charter - Los Angeles
	07/09/26	VECT001--Vector Solutions	20137004817	1,185.40	Vector Evaluation Solutions Subscription for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004809	779.63	Legal Services for May 2026	55--California Pacific Charter - Los Angeles
	07/09/26	OXFO000--Oxford Consulting Services, Inc.	20137004810	1,568.00	Psych Assessments June 2026	55--California Pacific Charter - Los Angeles
	07/09/26	HOLI002--Holiday Inn	20137004811	229.90	Board Meeting Room Rental August 11, 2026	55--California Pacific Charter - Los Angeles
	07/09/26	HOLI002--Holiday Inn	20137004828	185.26	Board Meeting Room Rental January 12, 2027	55--California Pacific Charter - Los Angeles
	07/09/26	HOLI002--Holiday Inn	20137004827	185.26	Board Meeting Room Rental December 8, 2026	55--California Pacific Charter - Los Angeles
	07/09/26	HOLI002--Holiday Inn	20137004826	185.26	Board Meeting Room Rental October 13, 2026	55--California Pacific Charter - Los Angeles
	07/09/26	HOLI002--Holiday Inn	20137004825	185.26	Board Meeting Room Rental September 8, 2026	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/09/26	DENY001--Denya Ciuffo Rose	20137004805	225.00	BILA Program Registration Fees - Ciuffo Rose, Denya	55--California Pacific Charter - Los Angeles
	07/09/26	VICTO02--Victoria Campbell	20137004814	71.76	LA Park Day May 2026	55--California Pacific Charter - Los Angeles
		VICTO02--Victoria Campbell	20137004814	338.61	LA Park Day May 2026	55--California Pacific Charter - Los Angeles
	07/09/26	AMAZ000--Amazon	20137004819	15.25	CTE Book for Alyssa Ginn	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004819	15.26	CTE Book for Garrett Carrington	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004819	15.25	CTE Book for Laura Hopkins	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004819	15.25	CTE Book for Carly Berry	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004819	15.26	CTE Book for Tyler Phipps	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004819	15.25	CTE Book for Debi Huber	55--California Pacific Charter - Los Angeles
	07/09/26	ROMY001--Romy Fay-Mason	20137004804	51.95	Mileage & Tolls	55--California Pacific Charter - Los Angeles
	07/09/26	ALIC002--Alicia Rodriguez-Torres	20137004815	9.00	Professional Development Fees	55--California Pacific Charter - Los Angeles
		ALIC002--Alicia Rodriguez-Torres	20137004815	25.22	Professional Development - Mileage	55--California Pacific Charter - Los Angeles
	07/09/26	ALLS001--All Systems Go Veterinary Solutions	20137004803	1,459.64	Marketing Monthly - July 2026	55--California Pacific Charter - Los Angeles
	07/10/26	LEAR000--Learning Without Tears	101372150	1,726.50	TK Curriculum and Materials	55--California Pacific Charter - Los Angeles
	07/10/26	LEAR000--Learning Without Tears	101372151	658.08	TK Curriculum and Materials	55--California Pacific Charter - Los Angeles
	07/10/26	GENE000--Generation Genius, Inc.	20137004824	897.75	License for Educational Streaming 26/27 SY	55--California Pacific Charter - Los Angeles
	07/14/26	CCSA001--California Charter Schools Association	20137004833	11,016.00	Membership for the 26/27 SY	55--California Pacific Charter - Los Angeles
		CCSA001--California Charter Schools Association	20137004833	11,016.00	Membership for the 27/28 SY	55--California Pacific Charter - Los Angeles
	07/14/26	TYPE001--Typing.com	20137004830	337.50	Typing.com Plus Licenses 26/27 SY	55--California Pacific Charter - Los Angeles
	07/14/26	ULINE01--Uline	20137004829	239.13	Office supplies- Boxes for student supplies	55--California Pacific Charter - Los Angeles
	07/14/26	ULINE01--Uline	20137004832	190.69	Office supplies- Boxes for student supplies	55--California Pacific Charter - Los Angeles
	07/14/26	ULINE01--Uline	20137004831	55.75	Supplies for Office	55--California Pacific Charter - Los Angeles
	07/14/26	KAHO001--Kahoot! ASA	101372159	1.93	Kahoot ! EDU Standard Licenses TrueUps 25/26 SY	55--California Pacific Charter - Los Angeles
	07/15/26	BERK000--Berkshire Hathaway	1969759421TC	4,574.66	Workers Comp Premium Estimate for 7/1/26- 7/1/27 Policy	55--California Pacific Charter - Los Angeles
	07/15/26	HAND001--Hand2Mind	20137004834	11,642.12	Manipulatives at Home Kit Grades 3-5 and Student Math Kits	55--California Pacific Charter - Los Angeles
	07/16/26	WORL000--Worldwide Express	1970110459TC	15.84	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	07/17/26	CTCC002--Commission on Teacher Credentialing	10286	45.00	Art Credential Application Alicia Rodriguez Torres	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/17/26	CTCC002--Commission on Teacher Credentialing	10285	45.00	Physics Credential Application Amy Robinson	55--California Pacific Charter - Los Angeles
	07/17/26	CTCC002--Commission on Teacher Credentialing	10284	45.00	ASL Credential Application Nancy McKenna	55--California Pacific Charter - Los Angeles
	07/17/26	CTCC002--Commission on Teacher Credentialing	10283	45.00	Math Credential Application Melissa Rowland	55--California Pacific Charter - Los Angeles
	07/17/26	CTCC002--Commission on Teacher Credentialing	10282	45.00	Credential Application Ari Tavakoulnia	55--California Pacific Charter - Los Angeles
	07/17/26	1STD000--1st Day School Supplies, LLC	101372161	16,909.40	Supply Boxes for TK-5th Grade 26/27 SY	55--California Pacific Charter - Los Angeles
		1STD000--1st Day School Supplies, LLC	101372161	3,290.45	Supply Boxes for Art 26/27 SY	55--California Pacific Charter - Los Angeles
	07/17/26	CHAR003--Charter Tech Services	20137004837	4,961.25	Monthly Technology Services for July 2026	55--California Pacific Charter - Los Angeles
	07/17/26	LAKE001--Lakeshore Learning Materials	20137004838	675.00	SANDI Virtual PD	55--California Pacific Charter - Los Angeles
		LAKE001--Lakeshore Learning Materials	20137004838	2,160.00	SANDI Student subtests in Reading, Writing, Math	55--California Pacific Charter - Los Angeles
	07/17/26	CHAR003--Charter Tech Services	20137004836	269.27	Anodized Aluminum Asset Tag -LA	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004836	176.69	Staff Monitor for Allyanna Alston	55--California Pacific Charter - Los Angeles
	07/17/26	CHAR003--Charter Tech Services	20137004835	156.32	Shipping Supplies for IT	55--California Pacific Charter - Los Angeles
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	(45.00)	Art Credential Application Alicia Rodriguez Torres	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(45.00)	Physics Credential Application Amy Robinson	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(45.00)	ASL Credential Application Nancy McKenna	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(45.00)	Math Credential Application Melissa Rowland	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(45.00)	Credential Application Ari Tavakoulnia	55--California Pacific Charter - Los Angeles
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Art Credential Application Alicia Rodriguez Torres	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Physics Credential Application Amy Robinson	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	ASL Credential Application Nancy McKenna	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Math Credential Application Melissa Rowland	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Credential Application Ari Tavakoulnia	55--California Pacific Charter - Los Angeles
	07/20/26	CTCC002--Commission on Teacher Credentialing	10281	45.00	Art Credential Application Alicia Rodriguez Torres	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	10281	45.00	Physics Credential Application Amy Robinson	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	10281	45.00	ASL Credential Application Nancy McKenna	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
		CTCC002--Commission on Teacher Credentialing	10281	45.00	Math Credential Application Melissa Rowland	55--California Pacific Charter - Los Angeles
		CTCC002--Commission on Teacher Credentialing	10281	45.00	Credential Application Ari Tavakoulnia	55--California Pacific Charter - Los Angeles
	07/23/26	JASO000--Jason D. McFaul	1224867401	233.34	July 2026 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	07/23/26	WILL000--William J Howard Jr.	1224867394	233.34	July 2026 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	07/23/26	TANY001--Tanya Rogers	1224867389	233.34	July 2026 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	07/23/26	KELL000--Kelly Wylie	1224867403	233.34	July 2026 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	07/23/26	SHIR000--Shirley Peterson	1224867410	233.34	July 2026 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	07/23/26	WORL000--Worldwide Express	2040766004TC	72.98	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
		WORL000--Worldwide Express	2040766004TC	106.07	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	07/24/26	OHIO001--Ohio Bureau of Workers' Compensation	2055988468TC	5.40	Ohio WC Policy True-up 7/1/25 to 7/1/26	55--California Pacific Charter - Los Angeles
	07/24/26	QUIZ001--QUIZIZZ INC.	20137004847	2,238.75	Quizizz Instructional Platform 26/27 SY	55--California Pacific Charter - Los Angeles
	07/24/26	SONO000--Sonoma County Office of Education	101372163	2,018.42	ERMHS High Cost Pool 25-26	55--California Pacific Charter - Los Angeles
	07/24/26	KATI002--Katie Hawck	20137004848	78.65	Office Visit - Meals	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137004848	306.18	Office Visit - Flights	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137004848	82.78	Office Visit - Rideshare/Parking	55--California Pacific Charter - Los Angeles
	07/24/26	SARA002--Sarah Alewine	101372164	27.72	Shipping Materials to Return Technology	55--California Pacific Charter - Los Angeles
	07/24/26	DOCU001--DocuSign Inc.	20137004841	9,319.05	Annual Subscription for 26/27	55--California Pacific Charter - Los Angeles
	07/24/26	PARC001--Instructure, Inc.	20137004840	3,112.29	Storage Services - Scribbles Subscription for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/24/26	CHAR003--Charter Tech Services	20137004839	5,708.60	Surface Laptops - Staff	55--California Pacific Charter - Los Angeles
	07/24/26	PARC001--Instructure, Inc.	20137004843	1,084.86	Transcript Services for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/24/26	EECS000--Effectual Educational Consulting Services	20137004844	360.00	School Nurse - June 2026	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372170	760.75	ACSA Membership 26/27 for Christine Feher	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372168	732.34	ACSA Membership 26/27 for Ericka Zemmer	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372167	703.30	ACSA Membership 26/27 for Erin Rineberg	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372173	658.88	ACSA Membership 26/27 for Victoria Campbell	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372169	633.69	ACSA Membership 26/27 for Gretchen Chamberlain	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 8/3/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/27/26	ASSO000--Association of California School Administrators	101372166	586.75	ACSA Membership 26/27 for Tyler Phipps	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372171	558.48	ACSA Membership 26/27 for Erika Stevens	55--California Pacific Charter - Los Angeles
	07/27/26	ASSO000--Association of California School Administrators	101372172	526.50	ACSA Membership 26/27 for Stephen Warnock	55--California Pacific Charter - Los Angeles
	07/27/26	LITT003--HeidiSongs (Little Learning Songs LLC)	101372165	134.99	Online Music Streaming 26/27 SY	55--California Pacific Charter - Los Angeles
	07/27/26	SAGE002--Sage Intacct	20137004850	10,240.02	Sage Intacct Renewal FY 26/27	55--California Pacific Charter - Los Angeles
	07/28/26	PRES000--PresenceLearning, Inc.	20137004863	15,165.00	Kanga License for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/28/26	KAJE000--Kajeet, Inc	20137004865	6,470.51	Student Unlimited Legacy Annual Plan and ARF	55--California Pacific Charter - Los Angeles
	07/28/26	GPTZ001--GPTZero, Inc.	20137004858	2,250.00	Educator Site-wide License 26/27 SY	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004857	540.00	Managed Detection and Response (MDR) - June 2026	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004860	198.00	Asset Management Software	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004860	218.10	Replacement Chromebook Chargers	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004861	400.90	Microsoft 365 Licenses Monthly - June 2026	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004864	58.54	Asset Tags - LA	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004864	133.65	Windows 11 Pro Upgrade License	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004862	28.00	SPED - iPad Case	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004856	83.44	Shippping Supplies for IT	55--California Pacific Charter - Los Angeles
	07/28/26	CHAR003--Charter Tech Services	20137004855	36.29	Microsoft Intune Monthly - June 2026	55--California Pacific Charter - Los Angeles
	07/28/26	CENG000--Cengage Learning Inc.	20137004854	1,030.14	7/1/2026-6/30/2027 Subscription - Gale in Context: Opposing Viewpoints	55--California Pacific Charter - Los Angeles
		CENG000--Cengage Learning Inc.	20137004854	1,373.52	7/1/2026-6/30/2027 Subscription - Gale in Context: High School	55--California Pacific Charter - Los Angeles
	07/28/26	SCHO000--School Pathways, LLC	20137004852	1,917.29	Annual Subscriptions True-Up 25/26 SY	55--California Pacific Charter - Los Angeles
	07/30/26	SSCA001--School Services of California	101372175	2,322.00	Membership 26/27 SY	55--California Pacific Charter - Los Angeles
	07/30/26	MYST000--Mystery Science, Inc.	101372174	1,349.55	Mystery Science + Writing Bundle Membership for 26/27 SY	55--California Pacific Charter - Los Angeles
	07/30/26	YMCL000--Law Offices of Young, Minney & Corr, LLP	101372176	194.63	Legal Services for June 2026	55--California Pacific Charter - Los Angeles
	07/31/26	TSWT000--TSW Therapy, Inc.	20137004868	1,260.00	OT - June 2026	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137004868	1,155.00	Speech - June 2026	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**$ 228,643.09**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 08/03/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/01/26	MYCH001--Mychal Garcia	101372139	95.93	DLAC Ignite February 2026 - Mileage/Parking	44--California Pacific Charter - San Diego
		MYCH001--Mychal Garcia	101372139	70.19	DLAC Ignite February 2026 - Meals	44--California Pacific Charter - San Diego
	07/01/26	STELL01--Stella Vandegrift	101372140	4.68	Manual Payroll Check	44--California Pacific Charter - San Diego
	07/01/26	STELL01--Stella Vandegrift	Voided - 101372050	(4.68)	Manual Payroll Check	44--California Pacific Charter - San Diego
	07/01/26	MYCH001--Mychal Garcia	Voided - 101372042	(70.19)	DLAC Ignite February 2026 - Meals	44--California Pacific Charter - San Diego
		MYCH001--Mychal Garcia	Voided - 101372042	(95.93)	DLAC Ignite February 2026 - Mileage/Parking	44--California Pacific Charter - San Diego
	07/01/26	JENN001--Jennifer Byus	Voided - 101372053	(19.49)	LA Natural History Museum Field Trip Mar 2026 - Mileage & Parking	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101372053	(6.79)	Office Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101372053	(7.42)	Grief Counseling Curriculum	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101372053	(16.17)	TB Test Reimbursement	44--California Pacific Charter - San Diego
	07/02/26	WORL000--Worldwide Express	1833784869TC	80.43	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	07/02/26	ANTH001--Anthem	1833784887TC	77,002.18	Medical Premiums Monthly - July 2026	44--California Pacific Charter - San Diego
	07/02/26	DEPT000--Department of Justice	101372142	16.17	Fingerprint Processing - April 2026	44--California Pacific Charter - San Diego
	07/02/26	METL001--MetLife Small Business Center	20137004777	8,728.45	July 2026 Insurance Premiums	44--California Pacific Charter - San Diego
	07/02/26	DELA000--De Lage Landen Financial Services Inc.	20137004776	147.75	Copier Lease Monthly - July 2026	44--California Pacific Charter - San Diego
	07/02/26	CHRI001--Christine Feher	20137004775	14.86	SoCal Graduation June 2026 Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004775	30.45	BOD Meeting 5.12.26 & 6.9.26 Mileage	44--California Pacific Charter - San Diego
	07/02/26	JENN001--Jennifer Byus	20137004771	19.49	LA Natural History Museum Field Trip Mar 2026 - Mileage & Parking	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	20137004771	16.17	TB Test Reimbursement	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	20137004771	7.42	Grief Counseling Curriculum	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	20137004771	6.79	Office Mileage	44--California Pacific Charter - San Diego
	07/03/26	ALPH000--Alpha Vision, Inc.	101372146	128.86	Google Drive Back-Up Monthly - July 2026	44--California Pacific Charter - San Diego
	07/03/26	ECCI000--ECC Imaging LLC	101372147	95.06	Copier Overages Monthly - June 2026	44--California Pacific Charter - San Diego
	07/03/26	ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	2,717.44	Alludo Licenses and District Engagement Services 27/28 SY	44--California Pacific Charter - San Diego
		ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	2,717.44	Alludo Licenses and District Engagement Services 26/27 SY	44--California Pacific Charter - San Diego
		ALPE001--Alpenspruce Education	20137004787	2,717.44	Alludo Licenses and District Engagement	44--California Pacific Charter - San Diego
	07/03/26	PATH001--Pathful	20137004786	3,179.18	Licenses for CTE 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	NOTA001--Notable, Inc. (Kami)	20137004793	2,590.80	School Subscription for 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	UKG0001--UKG	20137004799	2,231.96	Payroll Processing Fees Qrtrly Jul-Sep 2026	44--California Pacific Charter - San Diego

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CHASE 1781 - Chase Bank - Main						
	07/03/26	BOAR001--BoardOnTrack, Inc.	20137004794	2,142.00	Board on Track Renewal 26-27	44--California Pacific Charter - San Diego
	07/03/26	LEAR002--Language Tree Online, Inc.	20137004790	102.00	Online ELD 1 Professional Development course	44--California Pacific Charter - San Diego
		LEAR002--Language Tree Online, Inc.	20137004790	1,825.80	COMP ELD Levels 1 & 2 (10-49)	44--California Pacific Charter - San Diego
		LEAR002--Language Tree Online, Inc.	20137004790	183.60	ELPAC Performance Indicator (21-99)	44--California Pacific Charter - San Diego
	07/03/26	BRAP000--BrainPOP LLC	101372145	1,943.10	ELL Curriculum for 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	JOFF000--Joffe Emergency Services	20137004788	1,689.80	Joffe Emergency Service Membership + Virtual Training	44--California Pacific Charter - San Diego
	07/03/26	ESGI001--ESGI, LLC	20137004792	1,437.18	Assessment Licenses for 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	AMIR001--Amira Learning, Inc.	20137004791	1,020.00	CA Dyslexia Subscription for 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	SANJ000--San Joaquin County Office of Education - SEIS	101372143	629.00	EDJOIN Account 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	ALLS001--All Systems Go Veterinary Solutions	20137004785	434.24	Marketing Monthly - Contract Rate Adjustment June 2026	44--California Pacific Charter - San Diego
	07/03/26	PADL001--Padlet	20137004795	408.00	Software for Student Collaboration 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	DOCU000--Document Tracking Services	101372144	280.50	Document Tracking Services for 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	3PLE000--3P Learning Inc.	20137004789	190.40	Mathseeds & Reading Eggs Subscription 26/27 SY	44--California Pacific Charter - San Diego
	07/03/26	UKG0001--UKG	20137004798	151.29	Usage Overage Fee May 2026	44--California Pacific Charter - San Diego
	07/03/26	JENN001--Jennifer Byus	20137004796	6.18	2026 Grad Night - Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	20137004796	14.86	SoCal Graduation June 2026 - Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	20137004796	14.52	2026 Grad Night - Supplies	44--California Pacific Charter - San Diego
	07/03/26	CHAR001--Charter Impact	20137004783	909.56	Payroll & Retirement Services Monthly - June 2026	44--California Pacific Charter - San Diego
	07/03/26	CHAR001--Charter Impact	20137004784	937.13	Payroll & Retirement Services Monthly - July 2026	44--California Pacific Charter - San Diego
	07/03/26	EECS000--Effectual Educational Consulting Services	20137004779	1,050.00	School Nurse (V&H) May 2026	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004779	465.75	BIS May 2026	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004779	30.00	Vision May 2026	44--California Pacific Charter - San Diego
	07/03/26	OXFO000--Oxford Consulting Services, Inc.	20137004782	1,512.00	Psych Assessment May 2026	44--California Pacific Charter - San Diego
	07/06/26	ARNE001--A&R Parcel Three	1879078194TC	135.91	Office Space Doe - July 026	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	1879078194TC	2,797.18	Office Space Rent - July 2026	44--California Pacific Charter - San Diego

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CHASE 1781 - Chase Bank - Main						
	07/06/26	CURI001--Curipod Inc	20137004801	1,359.66	Classroom interactive presentation tool License 26/27 SY	44--California Pacific Charter - San Diego
	07/08/26	CULL001--Culligan	101372153	23.45	Water Cooler Rental Monthly - July 2026	44--California Pacific Charter - San Diego
	07/08/26	SMAL001--Small School Districts' Association	101372156	680.00	SSDA Membership - Charter Network 26/27 SY	44--California Pacific Charter - San Diego
	07/08/26	PART000--Partners in Special Education	101372154	187.50	APE - May 2026	44--California Pacific Charter - San Diego
	07/08/26	IMA0001--IMA, Inc.	20137004802	3,022.38	Cyber Liability Insurance 26/27 SY	44--California Pacific Charter - San Diego
	07/09/26	WORL000--Worldwide Express	1906066487TC	138.72	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	07/09/26	AMAZ000--Amazon	20137004822	14.22	Supplies for Office	44--California Pacific Charter - San Diego
	07/09/26	AMAZ000--Amazon	20137004821	3.02	Supplies for Office	44--California Pacific Charter - San Diego
	07/09/26	GRET000--Gretchen Chamberlain	20137004813	2,225.02	Reimbursement Admin Clear Credential	44--California Pacific Charter - San Diego
	07/09/26	PARE000--ParentSquare Inc.	20137004818	2,213.76	Contract for 26/27 SY School-to-Home Communication	44--California Pacific Charter - San Diego
	07/09/26	SEES000--Seesaw Learning, Inc.	20137004816	1,203.60	Seesaw AI and Instruction & Insights Online Curriculum Subscription for 26/27 SY	44--California Pacific Charter - San Diego
	07/09/26	OXFO000--Oxford Consulting Services, Inc.	20137004806	3,248.00	Psych Assessment June 2026	44--California Pacific Charter - San Diego
	07/09/26	RING000--RingCentral	20137004812	1,063.80	Phone Bill Monthly - June 2026	44--California Pacific Charter - San Diego
	07/09/26	VECT001--Vector Solutions	20137004817	895.63	Vector Evaluation Solutions Subscription for 26/27 SY	44--California Pacific Charter - San Diego
	07/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004809	571.72	Legal Services for May 2026	44--California Pacific Charter - San Diego
	07/09/26	HOLI002--Holiday Inn	20137004811	229.83	Board Meeting Room Rental August 11, 2026	44--California Pacific Charter - San Diego
	07/09/26	HOLI002--Holiday Inn	20137004828	185.21	Board Meeting Room Rental January 12, 2027	44--California Pacific Charter - San Diego
	07/09/26	HOLI002--Holiday Inn	20137004827	185.21	Board Meeting Room Rental December 8, 2026	44--California Pacific Charter - San Diego
	07/09/26	HOLI002--Holiday Inn	20137004826	185.21	Board Meeting Room Rental October 13, 2026	44--California Pacific Charter - San Diego
	07/09/26	HOLI002--Holiday Inn	20137004825	185.21	Board Meeting Room Rental September 8, 2026	44--California Pacific Charter - San Diego
	07/09/26	DENY001--Denya Ciuffo Rose	20137004805	165.00	BILA Program Registration Fees - Ciuffo Rose, Denya	44--California Pacific Charter - San Diego

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CHASE 1781 - Chase Bank - Main						
	07/09/26	AMAZ000--Amazon	20137004819	11.18	CTE Book for Alyssa Ginn	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004819	11.18	CTE Book for Debi Huber	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004819	11.18	CTE Book for Carly Berry	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004819	11.18	CTE Book for Laura Hopkins	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004819	11.18	CTE Book for Tyler Phipps	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004819	11.18	CTE Book for Garrett Carrington	44--California Pacific Charter - San Diego
	07/09/26	ROMY001--Romy Fay-Mason	20137004804	38.09	Mileage & Tolls	44--California Pacific Charter - San Diego
	07/09/26	ALIC002--Alicia Rodriguez-Torres	20137004815	6.60	Professional Development Fees	44--California Pacific Charter - San Diego
		ALIC002--Alicia Rodriguez-Torres	20137004815	18.49	Professional Development - Mileage	44--California Pacific Charter - San Diego
	07/09/26	ALLS001--All Systems Go Veterinary Solutions	20137004803	1,102.84	Marketing Monthly - July 2026	44--California Pacific Charter - San Diego
	07/10/26	LEAR000--Learning Without Tears	101372150	1,266.09	TK Curriculum and Materials	44--California Pacific Charter - San Diego
	07/10/26	LEAR000--Learning Without Tears	101372151	482.59	TK Curriculum and Materials	44--California Pacific Charter - San Diego
	07/10/26	GENE000--Generation Genius, Inc.	20137004824	678.30	License for Educational Streaming 26/27 SY	44--California Pacific Charter - San Diego
	07/14/26	CCSA001--California Charter Schools Association	20137004833	8,232.00	Membership for the 26/27 SY	44--California Pacific Charter - San Diego
		CCSA001--California Charter Schools Association	20137004833	8,232.00	Membership for the 27/28 SY	44--California Pacific Charter - San Diego
	07/14/26	TYPE001--Typing.com	20137004830	255.00	Typing.com Plus Licenses 26/27 SY	44--California Pacific Charter - San Diego
	07/14/26	ULINE01--Uline	20137004829	175.35	Office supplies- Boxes for student supplies	44--California Pacific Charter - San Diego
	07/14/26	ULINE01--Uline	20137004832	144.07	Office supplies- Boxes for student supplies	44--California Pacific Charter - San Diego
	07/14/26	ULINE01--Uline	20137004831	40.88	Supplies for Office	44--California Pacific Charter - San Diego
	07/14/26	KAHO001--Kahoot! ASA	101372159	1.42	Kahoot ! EDU Standard Licenses TrueUps 25/26 SY	44--California Pacific Charter - San Diego
	07/15/26	BERK000--Berkshire Hathaway	1969759421TC	3,456.40	Workers Comp Premium Estimate for 7/1/26- 7/1/27 Policy	44--California Pacific Charter - San Diego
	07/15/26	HAND001--Hand2Mind	20137004834	8,537.55	Manipulatives at Home Kit Grades 3-5 and Student Math Kits	44--California Pacific Charter - San Diego
	07/16/26	WORL000--Worldwide Express	1970110459TC	130.23	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	07/17/26	CTCC002--Commission on Teacher Credentialing	10286	34.00	Art Credential Application Alicia Rodriguez Torres	44--California Pacific Charter - San Diego
	07/17/26	CTCC002--Commission on Teacher Credentialing	10285	34.00	Physics Credential Application Amy Robinson	44--California Pacific Charter - San Diego

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	07/17/26	CTCC002--Commission on Teacher Credentialing	10284	34.00	ASL Credential Application Nancy McKenna	44--California Pacific Charter - San Diego
	07/17/26	CTCC002--Commission on Teacher Credentialing	10283	34.00	Math Credential Application Melissa Rowland	44--California Pacific Charter - San Diego
	07/17/26	CTCC002--Commission on Teacher Credentialing	10282	34.00	Credential Application Ari Tavakoulnia	44--California Pacific Charter - San Diego
	07/17/26	1STD000--1st Day School Supplies, LLC	101372161	12,776.00	Supply Boxes for TK-5th Grade 26/27 SY	44--California Pacific Charter - San Diego
		1STD000--1st Day School Supplies, LLC	101372161	2,486.11	Supply Boxes for Art 26/27 SY	44--California Pacific Charter - San Diego
	07/17/26	CHAR003--Charter Tech Services	20137004837	3,748.50	Monthly Technology Services for July 2026	44--California Pacific Charter - San Diego
	07/17/26	LAKE001--Lakeshore Learning Materials	20137004838	510.00	SANDI Virtual PD	44--California Pacific Charter - San Diego
		LAKE001--Lakeshore Learning Materials	20137004838	1,632.00	SANDI Student subtests in Reading, Writing, Math	44--California Pacific Charter - San Diego
	07/17/26	CHAR003--Charter Tech Services	20137004836	269.27	Anodized Aluminum Asset Tag -SD	44--California Pacific Charter - San Diego
	07/17/26	CHAR003--Charter Tech Services	20137004835	114.63	Shipping Supplies for IT	44--California Pacific Charter - San Diego
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	(34.00)	Art Credential Application Alicia Rodriguez Torres	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(34.00)	Physics Credential Application Amy Robinson	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(34.00)	ASL Credential Application Nancy McKenna	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(34.00)	Math Credential Application Melissa Rowland	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(34.00)	Credential Application Ari Tavakoulnia	44--California Pacific Charter - San Diego
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Art Credential Application Alicia Rodriguez Torres	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Physics Credential Application Amy Robinson	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	ASL Credential Application Nancy McKenna	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Math Credential Application Melissa Rowland	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Credential Application Ari Tavakoulnia	44--California Pacific Charter - San Diego
	07/20/26	CTCC002--Commission on Teacher Credentialing	10281	34.00	Art Credential Application Alicia Rodriguez Torres	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	10281	34.00	Physics Credential Application Amy Robinson	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	10281	34.00	ASL Credential Application Nancy McKenna	44--California Pacific Charter - San Diego
		CTCC002--Commission on Teacher Credentialing	10281	34.00	Math Credential Application Melissa Rowland	44--California Pacific Charter - San Diego

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CHASE 1781 - Chase Bank - Main						
		CTCC002--Commission on Teacher Credentialing	10281	34.00	Credential Application Ari Tavakoulnia	44--California Pacific Charter - San Diego
	07/23/26	JASO000--Jason D. McFaul	1224867401	233.33	July 2026 Board Stipends - JM	44--California Pacific Charter - San Diego
	07/23/26	WILL000--William J Howard Jr.	1224867394	233.33	July 2026 Board Stipends - WH	44--California Pacific Charter - San Diego
	07/23/26	TANY001--Tanya Rogers	1224867389	233.33	July 2026 Board Stipends - TR	44--California Pacific Charter - San Diego
	07/23/26	KELL000--Kelly Wylie	1224867403	233.33	July 2026 Board Stipends - KW	44--California Pacific Charter - San Diego
	07/23/26	SHIR000--Shirley Peterson	1224867410	233.33	July 2026 Board Stipends - SP	44--California Pacific Charter - San Diego
	07/23/26	WORL000--Worldwide Express	2040766004TC	87.36	Shipping for CPC-SD	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	2040766004TC	102.10	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	07/24/26	OHIO001--Ohio Bureau of Workers' Compensation	2055988468TC	3.96	Ohio WC Policy True-up 7/1/25 to 7/1/26	44--California Pacific Charter - San Diego
	07/24/26	QUIZ001--QUIZIZZ INC.	20137004847	1,691.50	Quizizz Instructional Platform 26/27 SY	44--California Pacific Charter - San Diego
	07/24/26	KATI002--Katie Hawck	20137004848	57.67	Office Visit - Meals	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137004848	224.53	Office Visit - Flights	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137004848	60.70	Office Visit - Rideshare/Parking	44--California Pacific Charter - San Diego
	07/24/26	SARA002--Sarah Alewine	101372164	20.32	Shipping Materials to Return Technology	44--California Pacific Charter - San Diego
	07/24/26	DOCU001--DocuSign Inc.	20137004841	7,041.06	Annual Subscription for 26/27	44--California Pacific Charter - San Diego
	07/24/26	PARC001--Instructure, Inc.	20137004840	2,351.52	Storage Services - Scribbles Subscription for 26/27 SY	44--California Pacific Charter - San Diego
	07/24/26	PARC001--Instructure, Inc.	20137004843	819.67	Transcript Services for 26/27 SY	44--California Pacific Charter - San Diego
	07/24/26	EECS000--Effectual Educational Consulting Services	20137004846	600.00	School Nurse June 2026	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372170	574.79	ACSA Membership 26/27 for Christine Feher	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372168	553.33	ACSA Membership 26/27 for Ericka Zemmer	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372167	531.38	ACSA Membership 26/27 for Erin Rineberg	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372173	497.81	ACSA Membership 26/27 for Victoria Campbell	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372169	478.78	ACSA Membership 26/27 for Gretchen Chamberlain	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372166	443.32	ACSA Membership 26/27 for Tyler Phipps	44--California Pacific Charter - San Diego

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	07/27/26	ASSO000--Association of California School Administrators	101372171	421.96	ACSA Membership 26/27 for Erika Stevens	44--California Pacific Charter - San Diego
	07/27/26	ASSO000--Association of California School Administrators	101372172	397.80	ACSA Membership 26/27 for Stephen Warnock	44--California Pacific Charter - San Diego
	07/27/26	LITT003--HeidiSongs (Little Learning Songs LLC)	101372165	101.99	Online Music Streaming 26/27 SY	44--California Pacific Charter - San Diego
	07/27/26	SAGE002--Sage Intacct	20137004850	7,736.90	Sage Intacct Renewal FY 26/27	44--California Pacific Charter - San Diego
	07/28/26	PRES000--PresenceLearning, Inc.	20137004863	11,458.00	Kanga License for 26/27 SY	44--California Pacific Charter - San Diego
	07/28/26	KAJE000--Kajeet, Inc	20137004865	4,888.83	Student Unlimited Legacy Annual Plan and ARF	44--California Pacific Charter - San Diego
	07/28/26	GPTZ001--GPTZero, Inc.	20137004858	1,700.00	Educator Site-wide License 26/27 SY	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004859	3,021.16	Staff monitors, document cameras, and accessories for multiple staff	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004857	396.00	Managed Detection and Response (MDR) - June 2026	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004860	145.20	Asset Management Software	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004860	159.93	Replacement Chromebook Chargers	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004861	293.99	Microsoft 365 Licenses Monthly - June 2026	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004864	58.55	Asset Tags - SD	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004864	98.01	Windows 11 Pro Upgrade License	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004856	61.20	Shippping Supplies for IT	44--California Pacific Charter - San Diego
	07/28/26	CHAR003--Charter Tech Services	20137004855	26.61	Microsoft Intune Monthly - June 2026	44--California Pacific Charter - San Diego
	07/28/26	CENG000--Cengage Learning Inc.	20137004854	1,037.77	7/1/2026-6/30/2027 Subscription - Gale in Context: High School	44--California Pacific Charter - San Diego
		CENG000--Cengage Learning Inc.	20137004854	778.34	7/1/2026-6/30/2027 Subscription - Gale in Context: Opposing Viewpoints	44--California Pacific Charter - San Diego
	07/28/26	SCHO000--School Pathways, LLC	20137004853	1,228.71	Annual Subscriptions True-Up 25/26 SY	44--California Pacific Charter - San Diego
	07/30/26	SSCA001--School Services of California	101372175	1,754.40	Membership 26/27 SY	44--California Pacific Charter - San Diego
	07/30/26	MYST000--Mystery Science, Inc.	101372174	1,019.66	Mystery Science + Writing Bundle Membership for 26/27 SY	44--California Pacific Charter - San Diego
	07/30/26	YMCL000--Law Offices of Young, Minney & Corr, LLP	101372176	142.72	Legal Services for June 2026	44--California Pacific Charter - San Diego

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CHASE 1781 - Chase Bank - Main						
	07/31/26	TSWT000--TSW Therapy, Inc.	20137004867	1,260.00	OT - June 2026	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004867	2,205.00	Speech - June 2026	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 252,965.29**		

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CHASE 1781 - Chase Bank - Main						
	07/01/26	MYCH001--Mychal Garcia	101372139	46.79	DLAC Ignite February 2026 - Meals	95--California Pacific Charter - Sonoma
		MYCH001--Mychal Garcia	101372139	63.95	DLAC Ignite February 2026 - Mileage/Parking	95--California Pacific Charter - Sonoma
	07/01/26	STELL01--Stella Vandegrift	101372140	3.14	Manual Payroll Check	95--California Pacific Charter - Sonoma
	07/01/26	SPEC000--Specialized Therapy Services	Voided - 101372	(217.50)	Speech January 2026	95--California Pacific Charter - Sonoma
	07/01/26	SPEC000--Specialized Therapy Services	Voided - 101372	(580.00)	Speech February 2026	95--California Pacific Charter - Sonoma
	07/01/26	SPEC000--Specialized Therapy Services	Voided - 101372	(471.25)	Speech March 2026	95--California Pacific Charter - Sonoma
		SPEC000--Specialized Therapy Services	Voided - 101372	(1,050.00)	BIS March 2026	95--California Pacific Charter - Sonoma
	07/01/26	STELL01--Stella Vandegrift	Voided - 101372	(3.14)	Manual Payroll Check	95--California Pacific Charter - Sonoma
	07/01/26	MYCH001--Mychal Garcia	Voided - 101372	(63.95)	DLAC Ignite February 2026 - Mileage/Parking	95--California Pacific Charter - Sonoma
		MYCH001--Mychal Garcia	Voided - 101372	(46.79)	DLAC Ignite February 2026 - Meals	95--California Pacific Charter - Sonoma
	07/01/26	JENN001--Jennifer Byus	Voided - 101372	(10.78)	TB Test Reimbursement	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	Voided - 101372	(4.95)	Grief Counseling Curriculum	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	Voided - 101372	(4.53)	Office Mileage	95--California Pacific Charter - Sonoma
	07/02/26	WORL000--Worldwide Express	1833784869TC	47.93	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	07/02/26	DEPT000--Department of Justice	101372142	10.78	Fingerprint Processing - April 2026	95--California Pacific Charter - Sonoma
	07/02/26	DELA000--De Lage Landen Financial Services Inc.	20137004776	91.26	Copier Lease Monthly - July 2026	95--California Pacific Charter - Sonoma
	07/02/26	CHRI001--Christine Feher	20137004775	1,206.81	NorCal Graduation June 2026 Flight and Hotel	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	225.54	Guerneville Board Meeting May 2026 Mileage, Rental Car, and Gas	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	966.54	Guerneville Board Meeting May 2026 Flight and Hotel	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	12.00	NorCal Graduation June 2026 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	6.00	Guerneville Board Meeting May 2026 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	175.92	NorCal Graduation June 2026 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	307.70	NorCal Graduation June 2026 Mileage, Rental Car, and Gas	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	75.15	Guerneville Board Meeting May 2026 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004775	30.45	BOD Meeting 5.12.26 & 6.9.26 Mileage	95--California Pacific Charter - Sonoma
	07/02/26	SPEC000--Specialized Therapy Services	20137004772	471.25	Speech March 2026	95--California Pacific Charter - Sonoma
		SPEC000--Specialized Therapy Services	20137004772	1,050.00	BIS March 2026	95--California Pacific Charter - Sonoma
	07/02/26	SPEC000--Specialized Therapy Services	20137004773	580.00	Speech February 2026	95--California Pacific Charter - Sonoma
	07/02/26	SPEC000--Specialized Therapy Services	20137004774	217.50	Speech January 2026	95--California Pacific Charter - Sonoma
	07/02/26	JENN001--Jennifer Byus	20137004771	4.53	Office Mileage	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	20137004771	4.95	Grief Counseling Curriculum	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	20137004771	10.78	TB Test Reimbursement	95--California Pacific Charter - Sonoma
	07/03/26	ALPH000--Alpha Vision, Inc.	101372146	79.59	Google Drive Back-Up Monthly - July 2026	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank - Main						
	07/03/26	ECCI000--ECC Imaging LLC	101372147	63.38	Copier Overages Monthly - June 2026	95--California Pacific Charter - Sonoma
	07/03/26	ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	1,678.43	Alludo Licenses and District Engagement Services 28/29 SY	95--California Pacific Charter - Sonoma
		ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	1,678.43	Alludo Licenses and District Engagement Services 27/28 SY	95--California Pacific Charter - Sonoma
		ALPE001--Alpenspruce Education Solutions, Inc.	20137004787	1,678.43	Alludo Licenses and District Engagement Services 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	PATH001--Pathful	20137004786	1,963.62	Licenses for CTE 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	NOTA001--Notable, Inc. (Kami)	20137004793	1,600.20	School Subscription for 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	UKG0001--UKG	20137004799	1,378.57	Payroll Processing Fees Qrtrly Jul-Sep 2026	95--California Pacific Charter - Sonoma
	07/03/26	BOAR001--BoardOnTrack, Inc.	20137004794	1,323.00	Board on Track Renewal 26-27	95--California Pacific Charter - Sonoma
	07/03/26	LEAR002--Language Tree Online, Inc.	20137004790	1,127.70	COMP ELD Levels 1 & 2 (10-49)	95--California Pacific Charter - Sonoma
		LEAR002--Language Tree Online, Inc.	20137004790	63.00	Online ELD 1 Professional Development course	95--California Pacific Charter - Sonoma
		LEAR002--Language Tree Online, Inc.	20137004790	113.40	ELPAC Performance Indicator (21-99)	95--California Pacific Charter - Sonoma
	07/03/26	BRAP000--BrainPOP LLC	101372145	1,200.15	ELL Curriculum for 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	JOFF000--Joffe Emergency Services	20137004788	1,043.70	Joffe Emergency Service Membership + Virtual Training	95--California Pacific Charter - Sonoma
	07/03/26	ESGI001--ESGI, LLC	20137004792	887.67	Assessment Licenses for 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	AMIR001--Amira Learning, Inc.	20137004791	630.00	CA Dyslexia Subscription for 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	SANJ000--San Joaquin County Office of Education - SEIS	101372143	388.50	EDJOIN Account 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	ALLS001--All Systems Go Veterinary Solutions	20137004785	289.49	Marketing Monthly - Contract Rate Adjustment June 2026	95--California Pacific Charter - Sonoma
	07/03/26	PADL001--Padlet	20137004795	252.00	Software for Student Collaboration 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	DOCU000--Document Tracking Services	101372144	173.25	Document Tracking Services for 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	3PLE000--3P Learning Inc.	20137004789	117.60	Mathseeds & Reading Eggs Subscription 26/27 SY	95--California Pacific Charter - Sonoma
	07/03/26	UKG0001--UKG	20137004798	100.87	Usage Overage Fee May 2026	95--California Pacific Charter - Sonoma
	07/03/26	JENN001--Jennifer Byus	20137004796	7.26	2026 Grad Night - Supplies	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	20137004796	3.09	2026 Grad Night - Mileage	95--California Pacific Charter - Sonoma
	07/03/26	UNPL001--Unplug Studio LLC	20137004797	65.00	Website Hosting and Maintenance Monthly - July 2026	95--California Pacific Charter - Sonoma
	07/03/26	CHAR001--Charter Impact	20137004783	606.38	Payroll & Retirement Services Monthly - June 2026	95--California Pacific Charter - Sonoma
	07/03/26	CHAR001--Charter Impact	20137004784	578.81	Payroll & Retirement Services Monthly - July 2026	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank - Main						
	07/03/26	EECS000--Effectual Educational Consulting Services	20137004778	35.00	AT (Speech) May 2026	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004778	1,380.00	APE - May 2026	95--California Pacific Charter - Sonoma
	07/06/26	ARNE001--A&R Parcel Three	1879078194TC	1,727.67	Office Space Rent - July 2026	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	1879078194TC	83.95	Office Space Doe - July 026	95--California Pacific Charter - Sonoma
	07/06/26	CURI001--Curipod Inc	20137004801	839.79	Classroom interactive presentation tool License 26/27 SY	95--California Pacific Charter - Sonoma
	07/06/26	SPEC000--Specialized Therapy Services	20137004800	992.50	BIS Services May 2026	95--California Pacific Charter - Sonoma
	07/08/26	CULL001--Culligan	101372153	14.48	Water Cooler Rental Monthly - July 2026	95--California Pacific Charter - Sonoma
	07/08/26	SMAL001--Small School Districts' Association	101372156	420.00	SSDA Membership - Charter Network 26/27 SY	95--California Pacific Charter - Sonoma
	07/08/26	PART000--Partners in Special Education	101372152	656.25	APE - May 2026	95--California Pacific Charter - Sonoma
	07/08/26	IMA0001--IMA, Inc.	20137004802	1,866.76	Cyber Liability Insurance 26/27 SY	95--California Pacific Charter - Sonoma
	07/09/26	WORL000--Worldwide Express	1906066487TC	276.69	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	07/09/26	AMAZ000--Amazon	20137004822	9.48	Supplies for Office	95--California Pacific Charter - Sonoma
	07/09/26	AMAZ000--Amazon	20137004821	2.01	Supplies for Office	95--California Pacific Charter - Sonoma
	07/09/26	GRET000--Gretchen Chamberlain	20137004813	1,483.35	Reimbursement Admin Clear Credential	95--California Pacific Charter - Sonoma
	07/09/26	PARE000--ParentSquare Inc.	20137004818	1,367.32	Contract for 26/27 SY School-to-Home Communication	95--California Pacific Charter - Sonoma
	07/09/26	SEES000--Seesaw Learning, Inc.	20137004816	743.40	Seesaw AI and Instruction & Insights Online Curriculum Subscription for 26/27 SY	95--California Pacific Charter - Sonoma
	07/09/26	RING000--RingCentral	20137004812	709.20	Phone Bill Monthly - June 2026	95--California Pacific Charter - Sonoma
	07/09/26	VECT001--Vector Solutions	20137004817	553.19	Vector Evaluation Solutions Subscription for 26/27 SY	95--California Pacific Charter - Sonoma
	07/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004808	2,271.50	Legal Services for May 2026	95--California Pacific Charter - Sonoma
	07/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004809	381.15	Legal Services for May 2026	95--California Pacific Charter - Sonoma
	07/09/26	HOLI002--Holiday Inn	20137004811	229.83	Board Meeting Room Rental August 11, 2026	95--California Pacific Charter - Sonoma
	07/09/26	HOLI002--Holiday Inn	20137004828	185.20	Board Meeting Room Rental January 12, 2027	95--California Pacific Charter - Sonoma
	07/09/26	HOLI002--Holiday Inn	20137004827	185.20	Board Meeting Room Rental December 8, 2026	95--California Pacific Charter - Sonoma
	07/09/26	HOLI002--Holiday Inn	20137004826	185.20	Board Meeting Room Rental October 13, 2026	95--California Pacific Charter - Sonoma
	07/09/26	HOLI002--Holiday Inn	20137004825	185.20	Board Meeting Room Rental September 8, 2026	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank - Main						
	07/09/26	SPEC000--Specialized Therapy Services	20137004823	507.50	Speech May 2026	95--California Pacific Charter - Sonoma
	07/09/26	DENY001--Denya Ciuffo Rose	20137004805	110.00	BILA Program Registration Fees - Ciuffo Rose, Denya	95--California Pacific Charter - Sonoma
	07/09/26	SPEC000--Specialized Therapy Services	20137004820	435.00	Speech April 2026	95--California Pacific Charter - Sonoma
	07/09/26	ERIN000--Erin Rineberg	20137004807	27.50	SPED In Person Testing May 2026 - Supplies	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	8.85	Norcal Park Day May 2026	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	120.35	SPED In Person Testing - May 2026	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	38.28	NorCal Graduation June 2026	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	11.46	NPS Facility Review	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	10.20	NorCal Graduation June 2026	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	21.70	SPED In Person Testing - May 2026	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137004807	68.08	NorCal Graduation June 2026 - Balloons	95--California Pacific Charter - Sonoma
	07/09/26	AMAZ000--Amazon	20137004819	7.46	CTE Book for Tyler Phipps	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004819	7.46	CTE Book for Debi Huber	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004819	7.46	CTE Book for Alyssa Ginn	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004819	7.46	CTE Book for Laura Hopkins	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004819	7.46	CTE Book for Garrett Carrington	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004819	7.46	CTE Book for Carly Berry	95--California Pacific Charter - Sonoma
	07/09/26	ROMY001--Romy Fay-Mason	20137004804	25.40	Mileage & Tolls	95--California Pacific Charter - Sonoma
	07/09/26	ALIC002--Alicia Rodriguez-Torres	20137004815	4.40	Professional Development Fees	95--California Pacific Charter - Sonoma
		ALIC002--Alicia Rodriguez-Torres	20137004815	12.33	Professional Development - Mileage	95--California Pacific Charter - Sonoma
	07/09/26	ALLS001--All Systems Go Veterinary Solutions	20137004803	681.17	Marketing Monthly - July 2026	95--California Pacific Charter - Sonoma
	07/10/26	LEAR000--Learning Without Tears	101372150	844.07	TK Curriculum and Materials	95--California Pacific Charter - Sonoma
	07/10/26	LEAR000--Learning Without Tears	101372151	321.73	TK Curriculum and Materials	95--California Pacific Charter - Sonoma
	07/10/26	GENE000--Generation Genius, Inc.	20137004824	418.95	License for Educational Streaming 26/27 SY	95--California Pacific Charter - Sonoma
	07/14/26	CCSA001--California Charter Schools Association	20137004833	5,712.00	Membership for the 26/27 SY	95--California Pacific Charter - Sonoma
		CCSA001--California Charter Schools Association	20137004833	5,712.00	Membership for the 27/28 SY	95--California Pacific Charter - Sonoma
	07/14/26	TYPE001--Typing.com	20137004830	157.50	Typing.com Plus Licenses 26/27 SY	95--California Pacific Charter - Sonoma
	07/14/26	ULINE01--Uline	20137004829	116.91	Office supplies- Boxes for student supplies	95--California Pacific Charter - Sonoma
	07/14/26	ULINE01--Uline	20137004832	88.99	Office supplies- Boxes for student supplies	95--California Pacific Charter - Sonoma
	07/14/26	ULINE01--Uline	20137004831	27.25	Supplies for Office	95--California Pacific Charter - Sonoma
	07/14/26	TIBU001--Tibu Services	101372158	120.00	NorCal Graduation June 2026 -Venue Setup	95--California Pacific Charter - Sonoma
	07/14/26	KAHO001--Kahoot! ASA	101372159	0.94	Kahoot ! EDU Standard Licenses TrueUps 25/26 SY	95--California Pacific Charter - Sonoma
	07/15/26	BERK000--Berkshire Hathaway	1969759421TC	2,134.84	Workers Comp Premium Estimate for 7/1/26-7/1/27 Policy	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank - Main						
	07/15/26	HAND001--Hand2Mind	20137004834	5,691.70	Manipulatives at Home Kit Grades 3-5 and Student Math Kits	95--California Pacific Charter - Sonoma
	07/16/26	WORL000--Worldwide Express	1970110459TC	55.14	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	07/17/26	CTCC002--Commission on Teacher Credentialing	10286	21.00	Art Credential Application Alicia Rodriguez Torres	95--California Pacific Charter - Sonoma
	07/17/26	CTCC002--Commission on Teacher Credentialing	10285	21.00	Physics Credential Application Amy Robinson	95--California Pacific Charter - Sonoma
	07/17/26	CTCC002--Commission on Teacher Credentialing	10284	21.00	ASL Credential Application Nancy McKenna	95--California Pacific Charter - Sonoma
	07/17/26	CTCC002--Commission on Teacher Credentialing	10283	21.00	Math Credential Application Melissa Rowland	95--California Pacific Charter - Sonoma
	07/17/26	CTCC002--Commission on Teacher Credentialing	10282	21.00	Credential Application Ari Tavakoulnia	95--California Pacific Charter - Sonoma
	07/17/26	1STD000--1st Day School Supplies, LLC	101372161	7,891.05	Supply Boxes for TK-5th Grade 26/27 SY	95--California Pacific Charter - Sonoma
		1STD000--1st Day School Supplies, LLC	101372161	1,535.54	Supply Boxes for Art 26/27 SY	95--California Pacific Charter - Sonoma
	07/17/26	CHAR003--Charter Tech Services	20137004837	2,315.25	Monthly Technology Services for July 2026	95--California Pacific Charter - Sonoma
	07/17/26	LAKE001--Lakeshore Learning Materials	20137004838	315.00	SANDI Virtual PD	95--California Pacific Charter - Sonoma
		LAKE001--Lakeshore Learning Materials	20137004838	1,008.00	SANDI Student subtests in Reading, Writing, Math	95--California Pacific Charter - Sonoma
	07/17/26	CHAR003--Charter Tech Services	20137004836	269.27	Anodized Aluminum Asset Tag -SO	95--California Pacific Charter - Sonoma
	07/17/26	CHAR003--Charter Tech Services	20137004835	76.42	Shipping Supplies for IT	95--California Pacific Charter - Sonoma
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	(21.00)	Art Credential Application Alicia Rodriguez Torres	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(21.00)	Physics Credential Application Amy Robinson	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(21.00)	ASL Credential Application Nancy McKenna	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(21.00)	Math Credential Application Melissa Rowland	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	(21.00)	Credential Application Ari Tavakoulnia	95--California Pacific Charter - Sonoma
	07/20/26	CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Art Credential Application Alicia Rodriguez Torres	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Physics Credential Application Amy Robinson	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	ASL Credential Application Nancy McKenna	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Math Credential Application Melissa Rowland	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	Voided - 10281	-	Credential Application Ari Tavakoulnia	95--California Pacific Charter - Sonoma
	07/20/26	CTCC002--Commission on Teacher Credentialing	10281	21.00	Art Credential Application Alicia Rodriguez Torres	95--California Pacific Charter - Sonoma

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		CTCC002--Commission on Teacher Credentialing	10281	21.00	Physics Credential Application Amy Robinson	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	10281	21.00	ASL Credential Application Nancy McKenna	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	10281	21.00	Math Credential Application Melissa Rowland	95--California Pacific Charter - Sonoma
		CTCC002--Commission on Teacher Credentialing	10281	21.00	Credential Application Ari Tavakoulnia	95--California Pacific Charter - Sonoma
	07/23/26	JASO000--Jason D. McFaul	1224867401	233.33	July 2026 Board Stipends - JM	95--California Pacific Charter - Sonoma
	07/23/26	WILL000--William J Howard Jr.	1224867394	233.33	July 2026 Board Stipends - WH	95--California Pacific Charter - Sonoma
	07/23/26	TANY001--Tanya Rogers	1224867389	233.33	July 2026 Board Stipends - TR	95--California Pacific Charter - Sonoma
	07/23/26	KELL000--Kelly Wylie	1224867403	233.33	July 2026 Board Stipends - KW	95--California Pacific Charter - Sonoma
	07/23/26	SHIR000--Shirley Peterson	1224867410	233.33	July 2026 Board Stipends - SP	95--California Pacific Charter - Sonoma
	07/24/26	OHIO001--Ohio Bureau of Workers' Compensation	2055988468TC	2.64	Ohio WC Policy True-up 7/1/25 to 7/1/26	95--California Pacific Charter - Sonoma
	07/24/26	QUIZ001--QUIZIZZ INC.	20137004847	1,044.75	Quizizz Instructional Platform 26/27 SY	95--California Pacific Charter - Sonoma
	07/24/26	KATI002--Katie Hawck	20137004848	149.69	Office Visit - Flights	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137004848	38.45	Office Visit - Meals	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137004848	40.47	Office Visit - Rideshare/Parking	95--California Pacific Charter - Sonoma
	07/24/26	SONO000--Sonoma County Office of Education	101372162	969.09	ERMHS High Cost Pool 25-26	95--California Pacific Charter - Sonoma
	07/24/26	ERIN000--Erin Rineberg	20137004849	117.52	NorCal Graduation June 2026 - Computer Return Postage	95--California Pacific Charter - Sonoma
	07/24/26	SARA002--Sarah Alewine	101372164	13.55	Shipping Materials to Return Technology	95--California Pacific Charter - Sonoma
	07/24/26	DOCU001--DocuSign Inc.	20137004841	4,348.89	Annual Subscription for 26/27	95--California Pacific Charter - Sonoma
	07/24/26	PARC001--Instructure, Inc.	20137004840	1,452.40	Storage Services - Scribbles Subscription for 26/27 SY	95--California Pacific Charter - Sonoma
	07/24/26	PARC001--Instructure, Inc.	20137004843	506.27	Transcript Services for 26/27 SY	95--California Pacific Charter - Sonoma
	07/24/26	SCHO000--School Pathways, LLC	20137004842	739.67	Annual Subscriptions True-Up 25/26 SY	95--California Pacific Charter - Sonoma
	07/24/26	EECS000--Effectual Educational Consulting Services	20137004845	360.00	APE Services - ESY June 2026	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372170	355.02	ACSA Membership 26/27 for Christine Feher	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372168	341.76	ACSA Membership 26/27 for Ericka Zemmer	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372167	328.20	ACSA Membership 26/27 for Erin Rineberg	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372173	307.48	ACSA Membership 26/27 for Victoria Campbell	95--California Pacific Charter - Sonoma

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Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	07/27/26	ASSO000--Association of California School Administrators	101372169	295.72	ACSA Membership 26/27 for Gretchen Chamberlain	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372166	273.81	ACSA Membership 26/27 for Tyler Phipps	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372171	260.62	ACSA Membership 26/27 for Erika Stevens	95--California Pacific Charter - Sonoma
	07/27/26	ASSO000--Association of California School Administrators	101372172	245.70	ACSA Membership 26/27 for Stephen Warnock	95--California Pacific Charter - Sonoma
	07/27/26	LITT003--HeidiSongs (Little Learning Songs LLC)	101372165	62.99	Online Music Streaming 26/27 SY	95--California Pacific Charter - Sonoma
	07/27/26	SAGE002--Sage Intacct	20137004850	4,778.68	Sage Intacct Renewal FY 26/27	95--California Pacific Charter - Sonoma
	07/28/26	PRES000--PresenceLearning, Inc.	20137004863	7,077.00	Kanga License for 26/27 SY	95--California Pacific Charter - Sonoma
	07/28/26	KAJE000--Kajeet, Inc	20137004865	3,019.57	Student Unlimited Legacy Annual Plan and ARF	95--California Pacific Charter - Sonoma
	07/28/26	GPTZ001--GPTZero, Inc.	20137004858	1,050.00	Educator Site-wide License 26/27 SY	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004857	264.00	Managed Detection and Response (MDR) - June 2026	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004860	96.80	Asset Management Software	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004860	106.63	Replacement Chromebook Chargers	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004861	195.99	Microsoft 365 Licenses Monthly - June 2026	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004864	65.34	Windows 11 Pro Upgrade License	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004864	58.54	Asset Tags - SO	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004856	40.79	Shippping Supplies for IT	95--California Pacific Charter - Sonoma
	07/28/26	CHAR003--Charter Tech Services	20137004855	17.74	Microsoft Intune Monthly - June 2026	95--California Pacific Charter - Sonoma
	07/28/26	CENG000--Cengage Learning Inc.	20137004854	640.98	7/1/2026-6/30/2027 Subscription - Gale in Context: High School	95--California Pacific Charter - Sonoma
		CENG000--Cengage Learning Inc.	20137004854	480.73	7/1/2026-6/30/2027 Subscription - Gale in Context: Opposing Viewpoints	95--California Pacific Charter - Sonoma
	07/30/26	SSCA001--School Services of California	101372175	1,083.60	Membership 26/27 SY	95--California Pacific Charter - Sonoma
	07/30/26	MYST000--Mystery Science, Inc.	101372174	629.79	Mystery Science + Writing Bundle Membership for 26/27 SY	95--California Pacific Charter - Sonoma
	07/30/26	YMCL000--Law Offices of Young, Minney & Corr, LLP	101372176	95.15	Legal Services for June 2026	95--California Pacific Charter - Sonoma
	07/31/26	RIDS001--Rids Brother Company Inc	20137004866	2,478.00	NPS Transportation Services for June 2026	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 111,677.12**		

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	07/25/2026
AMOUNT DUE	$5,547.23
CURRENT BALANCE	$5,547.23

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

AMOUNT ENCLOSED $

CALIFORNIA PACIFIC
SHANNON GREEN
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

** 0000000

5563757900100937005547230055472 34

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	06-30-26
CREDIT LIMIT	100,000
AVAILABLE CREDIT	94,453

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	2,631.48
PURCHASES AND OTHER CHARGES	5,547.23
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	2,631.48-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**5,547.23**
TOTAL PAYMENT DUE	5,547.23
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$2,631.48CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-23	06-23		AUTO PAYMENT DEDUCTION	2,631.48 CR

INDIVIDUAL CARDHOLDER ACTIVITY

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$5,547.23	$0.00	$5,547.23

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-01	05-31	823050961525000018187271	STAMPLI FOR 5-2026 MOUNTAIN VIEW CA	1,252.00
06-01	05-30	889714561505003687300 09	TYPEFORM, S.L. BARCELONA B	22.50
06-02	06-01	123020261520021385272 10	ADOBE SAN JOSE CA P.O.S.: NA SALES TAX: 0.00	146.64
06-08	06-05	526538461567121300593 54	HOME SCIENCE TOOLS 4062560990 MT	85.37
06-08	06-05	526538461567121372307 27	HOME SCIENCE TOOLS 4062560990 MT	161.15
06-08	06-05	526538461567181376939 54	HOME SCIENCE TOOLS 4062560990 MT	21.20
06-08	06-07	526538461587425054328 50	SEMRUSH 3129610889 MA P.O.S.: 4985683 SALES TAX: 0.00	139.95
06-08	06-04	855049961569000115114 29	ASHA ROCKVILLE MD P.O.S.: 60821 SALES TAX: 0.00	144.00
06-10	06-09	554328661602023195458 48	MYFAX SERVICE LOS ANGELES CA	10.00
06-10	06-08	555062961617812380003 32	ANDRE BOUDIN BAKERIES SAN FRANCISCO CA	106.12
06-15	06-12	554807761632263610037 93	ONTIMETEL DIALMYCALLS JUPITER FL	107.99
06-16	06-15	053458861676001206884 12	TEXT INC 617-2752400 MA P.O.S.: 5276035 SALES TAX: 0.00	2,352.00
06-17	06-16	554328661672049396159 21	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
06-17	06-15	555062961687895130001 85	ANDRE BOUDIN BAKERIES SAN FRANCISCO CA	63.42
06-22	06-19	554328661702058720900 27	MYFAX SERVICE LOS ANGELES CA	12.00
			Total Purchasing Activity	$4,827.64

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	06-01	554368761532715339442 55	HILTON GARDEN INN SAN DIEGO CA 00165911 ARRIVAL: 05-31-26	436.74
			Total Travel Activity	$436.74

Continued on next page

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-17	06-17	123020261680009044710 78	MAILCHIMP ATLANTA GA	82.87
06-25	06-24	55131586175798379172861	APPLE.COM/BILL CUPERTINO CA	99.99
06-25	06-24	55432866175207754113914	APPLE.COM/BILL CUPERTINO CA	99.99
			Total Miscellaneous Activity	$282.85

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	08/25/2026
AMOUNT DUE	$52,388.42
CURRENT BALANCE	$52,388.42

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

AMOUNT ENCLOSED $

CALIFORNIA PACIFIC
SHANNON GREEN
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

** 0000000

5563757900100937052388420523884 26

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	07-31-26
CREDIT LIMIT	100,000
AVAILABLE CREDIT	47,612

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	5,547.23
PURCHASES AND OTHER CHARGES	52,388.42
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	5,547.23-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**52,388.42**
TOTAL PAYMENT DUE	52,388.42
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$5,547.23CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-27	07-27		AUTO PAYMENT DEDUCTION	5,547.23 CR

INDIVIDUAL CARDHOLDER ACTIVITY

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$4,388.42	$0.00	$4,388.42

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	88971456181500295110120	TYPEFORM, S.L. BARCELONA B	22.50
07-16	07-15	55432866196205661752431	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
07-16	07-15	82711166197500003747135	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
07-16	07-15	82711166197500003935672	YOUNG, MINNEY & CORR SACRAMENTO CA	675.00
07-16	07-15	82711166197500003936191	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
07-20	07-19	55432866200206956450065	MYFAX SERVICE LOS ANGELES CA	12.00
07-31	07-30	88971456211500291290011	TYPEFORM, S.L. BARCELONA B	22.50
			Total Purchasing Activity	$1,085.30

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-29	55432866181200112786663	SOUTHWES 5262175149239 DALLAS TX GREEN/SHANNON STEVEN DEPART: 07-19-26 P.O.S.: SALES TAX: $0.00 SMF WN T SNA WN F SMF	424.80
07-02	07-01	05410196182741666040363	FEDEX58809393 MEMPHIS TN P.O.S.: 58809393 SALES TAX: 0.00	166.24
07-21	07-20	55432866201302718268728	SOUTHWES 5262182448737 DALLAS TX CAMPBELL/VICTORIA NI DEPART: 07-20-26 P.O.S.: SALES TAX: $0.00 SMF WN Y SNA WN Q SMF	1,046.79
07-22	07-21	52704876203472081507344	CHEESECAKE IRVINE IRVINE CA	336.76
07-22	07-20	55432866202207337614823	TST*JAVIERS - IRVINE IRVINE CA	660.76
07-22	07-21	55432866203207616641009	TST*WAREHOUSE 72 - IRV IRVINE CA	456.11
			Total Travel Activity	$3,091.46

Continued on next page

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	15265676181000330049079	YOAST B.V. MERCHANTREF WIJCHEN NLD	118.80
07-17	07-17	12302026198000204798075	MAILCHIMP ATLANTA GA	82.87
07-22	07-21	02703406202016181828200	PADDLE.NET* LETTERSCHO NEW YORK NY	9.99
			Total Miscellaneous Activity	$211.66

CHRISTINE FEHER	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
5563-7581-4730-8655	$0.00	$48,000.00	$0.00	$48,000.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-21	07-20	15270216201002206265098	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
07-27	07-25	15270216205001195410091	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
07-28	07-27	15270216208002206645094	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
07-31	07-30	15270216211001180202091	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
			Total Purchasing Activity	$48,000.00

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Manage your account online at: www.chase.com/cardhelp

Customer Service: 1-800-310-1650

Mobile: Download the Chase Mobile® app today

July 2026						
S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

New Balance
$41,498.52
Minimum Payment Due
$16,619.79
Payment Due Date
07/25/26

Late Payment Warning: If we do not receive your payment by the due date, you may have to pay a late fee of $40 or 2% of the minimum payment due, whichever is greater.

CHASE ULTIMATE REWARDS® SUMMARY

Previous points balance	32,489
+2% (2 Pts)/$1 earned on all purchases	82,904
+0.5% (0.5 Pts)/$1 on purchases of $5K+	10,715
- Points redeemed this statement period	32,489
Total points available for redemption	**93,619**

Redeem for cash back- any amount, anytime. Log on to chase.com/ultimaterewards to explore all your reward options.

You earn unlimited 2% cash back on every purchase and an additional 0.5% cash back on purchases of $5K or more. There are no limits to the amount you can earn! Redeem for cash with no minimum, and your Cash Back rewards do not expire as long as your account is open.

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	$14,645.26	$0.00	$14,645.26
Payment, Credits	$15,179.06	$0.00	$15,179.06
Purchases	$42,032.32	$16,368.79	$25,663.53
Fees Charged	$0.00	$0.00	$0.00
Interest Charged	$0.00	$0.00	$0.00
New Balance	$41,498.52	$16,368.79	$25,129.73
Minimum Payment Due	$16,619.79	$16,368.79	$251.00

ADDITIONAL DETAILS

Opening/Closing Date: 06/04/26 - 07/03/26

	Total	Available
Credit Access Line	$75,000.00	$33,501.00
Flex for Business Limit	$30,000.00	$4,870.00
Cash Access Line	$2,500.00	$2,500.00
Balance over the Credit Access Line	$0.00	

YOUR ACCOUNT MESSAGES

Your next AutoPay payment for $41,498.52 will be deducted from your Pay From account and credited on your due date. If your due date falls on a Saturday, we'll credit your payment the Friday before.

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P.O. BOX 15123
WILMINGTON, DE 19850-5123
For Undeliverable Mail Only

AUTOPAY IS ON
See Your Account Messages for details.

42463154650872190166197904149852000000001

Payment Due Date:	**07/25/26**
New Balance:	**$41,498.52**
Minimum Payment Due:	**$16,619.79**

Account number: XXXX XXXX XXXX 7219

$_____.____ Amount Enclosed

AUTOPAY IS ON

00947 BEX 9 18426 C
SHANNON GREEN
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

CARDMEMBER SERVICE
PO BOX 6294
CAROL STREAM IL 60197-6294

⑆5000160 28⑆159546508721961⑈

To contact us regarding your account:

Call Customer Service:
In U.S. 1-800-310-1650
Spanish 1-800-310-1650
Pay by phone 1-800-436-7958
International 1-480-350-7099
We accept operator relay calls

Send Inquiries to:
P.O. Box 15298
Wilmington, DE 19850-5298

Mail Payments to:
P.O. Box 6294
Carol Stream, IL 60197-6294

Visit Our Website:
www.chase.com/cardhelp

Information About Your Account

Making Your Payments:
The amount of your payment should be at least your minimum payment due, payable in U.S. dollars and drawn on or payable through a U.S. financial institution or the U.S. branch of a foreign financial institution. You can pay down balances faster by paying more than the minimum payments or the total unpaid balance on your account.

You may make payments electronically through our website or by one of our customer service phone numbers above. In using any of these channels, you are authorizing us to withdraw funds as a one-time electronic funds transfer from your bank account. In our automated phone system, this authorization is provided via entry of a personal identification number. You may revoke this authorization by cancelling your payment through our website or customer service telephone numbers prior to the payment processing. If we receive your completed payment request through one of these channels by 11:59 p.m. Eastern Time, we will credit your payment as of that day. If we receive your request after 11:59 p.m. Eastern Time, we will credit your payment as of the next calendar day. If you specify a future date in your request we will credit your payment as of that day.

If you pay by regular U.S. mail to the Payments address shown on this statement, write your account number on your check or money order and include the payment coupon in the envelope. Do not send more than one payment or coupon per envelope. Do not staple, clip or tape the documents. Do not include correspondence. Do not send cash. If we receive your properly prepared payment on any day by 5 p.m. local time at our Payments address on this statement, we will credit to your account that day. If your payment is received after 5 p.m. local time at our Payments address on this statement, we will credit it to your account as of the next calendar day.

For all other payments or for any payment type above for which you do not follow our payment instructions, crediting of your payments may be delayed for up to 5 days.

Account Information Reported To Credit Bureau:
We may report information about your Account to credit bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report. If you think we have reported inaccurate information to a credit bureau, please write to us at Chase Card Services P.O. Box 15369, Wilmington, DE 19850-5369.

Authorization To Convert Your Check To An Electronic Transfer Debit:
When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. Your bank account may be debited as soon as the same day we receive your payment. You will not receive your check back from your institution.

Conditional Payments:
Any payment check or other form of payment that you send us for less than the full balance due that is marked "paid in full" or contains a similar notation, or that you otherwise tender in full satisfaction of a disputed amount, must be sent to Card Services, P.O. Box 15049, Wilmington, DE 19850-5049. We reserve all our rights regarding these payments (e.g., if it is determined there is no valid dispute or if any such check is received at any other address, we may accept the check and you still owe any remaining balance). We may refuse to accept any such payment by returning it to you, not cashing it or destroying it. All other payments that you make should be sent to the regular Payment address shown on this statement.

Annual Renewal Notice:
If your Account Agreement has an annual membership fee, you are responsible for it every year your Account is open. We will add your annual membership fee to your monthly billing statement once a year, whether or not you use your account. Your annual membership fee will be added to your purchase balance and may incur interest. The annual membership fee is non-refundable unless you notify us that you wish to close your account within 30 days or one billing cycle (whichever is less) after we provide the statement on which the annual membership fee is billed. Your payment of the annual membership fee does not affect our rights to close your Account and to limit your right to make transactions on your Account. If your Account is closed by you or us, the annual membership fee will no longer be billed to your Account.

Calculation Of Balance Subject To Interest Rate:
To figure your periodic interest charges for each billing cycle when a daily periodic rate(s) applies, we use the daily balance method (including new transactions). To figure your periodic interest charges for each billing cycle when a monthly periodic rate(s) applies, we use the average daily balance method (including new transactions). For an explanation of either method, or questions about a particular interest charge calculation on your statement, please call us at the toll free customer service phone number listed above.

When a periodic rate applies, we calculate periodic interest charges separately for each feature (for example, purchases or cash advances). These calculations may combine different categories with the same periodic rates. Variable rates will vary with the market based on the Prime Rate or such index described in your Account Agreement.

Transaction Fees:
There is a transaction fee for each cash advance, in the amount stated in your Account Agreement. Please see your Account Agreement for information about this and any other fees.

Credit Limit:
If you want to inquire about your options to help prevent your account from exceeding your credit limit, please call the number on the back of your card.

PI03012024

To manage your account, including card payments, alerts, and change of address, visit **www.chase.com/cardhelp** or call the customer service number which appears on your account statement.

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Manage your account online at: www.chase.com/cardhelp
Customer Service: 1-800-310-1650
Mobile: Download the Chase Mobile® app today

YOUR ACCOUNT MESSAGES (CONTINUED)

Your AutoPay amount will be reduced by any payments or merchant credits that post to your account before we process your AutoPay payment. If the total of these payments and merchant credits is more than your set AutoPay amount, your AutoPay payment for that month will be zero.

ACCOUNT ACTIVITY

■ Denotes Flex for Business activity

Date of Transaction		Merchant Name or Transaction Description	$ Amount
06/25		AUTOMATIC PAYMENT - THANK YOU SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) $14598.62- INCLUDING PAYMENTS RECEIVED	-14,598.62
06/08		DOORDASH*06/03-4 ORDER 855-431-0459 CA	-22.14
06/10		HYATT REGENCY SONOMA WIN 7072841234 CA	-24.50
06/24		SOUTHWES 5262172966036 800-435-9792 TX 062426 1 Y DAL DAL	-533.80
06/02	■	ALASKA AIR 0272147024528 SEATTLE WA 061026 1 X SNA STS	298.40
06/04	■	WPS PUBLISH WPSPUBLISH.CO CA	96.33
06/03	■	GRADUATION SOURCE GRADUATIONSOU CT	47.72
06/04	■	DD *DOORDASHTASTEBUDDS 855-431-0459 CA	20.88
06/04	■	DD *DOORDASHH.B.PITAGR 855-431-0459 CA	30.93
06/04	■	DOORDASH*06/03-4 ORDER 855-431-0459 CA	105.32
06/04	■	DD *DOORDASH BEEPSDINE 855-431-0459 CA	22.26
06/04	■	DD *DOORDASHPARTYBURGE 855-431-0459 CA	24.05
06/04	■	DD *DOORDASHSUSHIYUKIY 855-431-0459 CA	33.39
06/04	■	DD *DOORDASHDENNYS 855-431-0459 CA	32.73
06/04	■	DD *DOORDASHWAHOOSFISH 855-431-0459 CA	26.39
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	121.51
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	122.03
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	178.23
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	163.90
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	177.46
06/05	■	HOLIDAY INN DIAMOND BAR 9098605440 CA	689.56
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	85.02
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	84.32
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	139.40
06/06	■	OFFICECRAVE 877-873-1336 FL	2,656.27
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	138.20
06/06	■	OFFICECRAVE 877-873-1336 FL	1,516.33
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	123.61
06/05	■	HOME SCIENCE TOOLS 406-256-0990 MT	177.46
06/08	■	UBER *EATS HELP.UBER.COM CA	5.06
06/08	■	UBER *EATS HELP.UBER.COM CA	22.57
06/08	■	UBER *EATS HELP.UBER.COM CA	4.84
06/08	■	UBER *EATS HELP.UBER.COM CA	3.49
06/08	■	UBER *EATS HELP.UBER.COM CA	29.72
06/08	■	UBER *EATS HELP.UBER.COM CA	28.68
06/09	■	DOORDASH*06/08-3 ORDER 855-431-0459 CA	96.30
06/09	■	HYATT REGENCY SONOMA WIN 7072841234 CA	290.14
06/09	■	HYATT REGENCY SONOMA WIN 7072841234 CA	235.95
06/11	■	DD *DOORDASH AIPONOCAF 855-431-0459 CA	216.58
06/14	■	OPENAI *CHATGPT SUBSCR OPENAI.COM CA	20.00
06/15	■	ULTIMATE SLP ULTIMATESLP.C CT	12.95
06/16	■	ANTHROPIC* CLAUDE TEAM ANTHROPIC.COM CA	186.69
06/16	■	HOLIDAY INN DIAMOND BAR 9098605440 CA	555.67
06/16	■	SOUTHWES 5262171206989 800-435-9792 TX 081126 1 Z SJC SNA 2 Z SNA SJC	446.80
06/22	■	ANTHROPIC* CLAUDE TEAM ANTHROPIC.COM CA	182.83
06/22	■	ANTHROPIC* CLAUDE TEAM ANTHROPIC.COM CA	182.71
06/22	■	HYATT REG IRVINE EVENTS 949-751-1234 CA	3,232.50
06/22	■	SOUTHWES 5262172966036 800-435-9792 TX 071926 1 P SMF SNA 2 F SNA SMF	533.80
06/24		FEDEX OFFICE 0317 SNAK SANTA ANA CA	16,368.79
06/24	■	UNITED 0162114826152 UNITED.COM TX	666.90

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ACCOUNT ACTIVITY (CONTINUED)

Denotes Flex for Business activity

Date of Transaction		Merchant Name or Transaction Description	$ Amount
		072026 1 V RDD SFO	
		2 V SFO SNA	
		3 WX SNA SFO	
		4 WO SFO RDD	
06/24		ALASKA AIR 0272149564093 SEATTLE WA	546.80
		072026 1 N STS SNA	
		2 N SNA STS	
06/29		HOLEY MOLEY USA HOLEYMOLEY.CO CO	366.60
07/01		SJCOE* SJCOE-CSCLIVE 2 SJCOE.ORG CA	800.00
06/30		HYATT REG IRVINE EVENTS 949-751-1234 CA DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) $36628.60	5,060.97
07/01		GOOGLE *ADS3267517799 cc@google.com CA CHRISTINE FEHER TRANSACTIONS THIS CYCLE (CARD 7235) $4823.28	4,823.28

2026 Totals Year-to-Date	
Total fees charged in 2026	$195.00
Total interest charged in 2026	$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your **Annual Percentage Rate (APR)** is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Flex for Business	17.74%(v)(d)	- 0 -	- 0 -

30 Days in Billing Period

(v) = Variable Rate
(d) = Daily Balance Method (including new transactions)
(a) = Average Daily Balance Method (including new transactions)
Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, and other important information, as applicable.

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Manage your account online at: www.chase.com/cardhelp

Customer Service: 1-800-310-1650

Mobile: Download the Chase Mobile® app today

August 2026						
S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

New Balance
$42,125.89
Minimum Payment Due
$39,809.48
Payment Due Date
08/25/26

Late Payment Warning: If we do not receive your payment by the due date, you may have to pay a late fee of $40 or 2% of the minimum payment due, whichever is greater.

CHASE ULTIMATE REWARDS® SUMMARY

Previous points balance	93,619
+2% (2 Pts)/$1 earned on all purchases	82,918
+0.5% (0.5 Pts)/$1 on purchases of $5K+	18,000
- Points redeemed this statement period	93,619
Total points available for redemption	**100,918**

Redeem for cash back- any amount, anytime. Log on to chase.com/ultimaterewards to explore all your reward options.

You earn unlimited 2% cash back on every purchase and an additional 0.5% cash back on purchases of $5K or more. There are no limits to the amount you can earn! Redeem for cash with no minimum, and your Cash Back rewards do not expire as long as your account is open.

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	$41,498.52	$16,368.79	$25,129.73
Payment, Credits	$43,019.33	$16,368.79	$26,650.54
Purchases	$43,646.70	$39,774.48	$3,872.22
Fees Charged	$0.00	$0.00	$0.00
Interest Charged	$0.00	$0.00	$0.00
New Balance	$42,125.89	$39,774.48	$2,351.41
Minimum Payment Due	$39,809.48	$39,774.48	$35.00

ADDITIONAL DETAILS

Opening/Closing Date: 07/04/26 - 08/03/26

	Total	Available
Credit Access Line	$75,000.00	$32,874.00
Flex for Business Limit	$30,000.00	$27,648.00
Cash Access Line	$2,500.00	$2,500.00
Balance over the Credit Access Line	$0.00	

YOUR ACCOUNT MESSAGES

Your next AutoPay payment for $42,125.89 will be deducted from your Pay From account and credited on your due date. If your due date falls on a Saturday, we'll credit your payment the Friday before.

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P.O. BOX 15123
WILMINGTON, DE 19850-5123
For Undeliverable Mail Only

AUTOPAY IS ON
See Your Account Messages for details.

Payment Due Date:	**08/25/26**
New Balance:	**$42,125.89**
Minimum Payment Due:	**$39,809.48**

Account number: XXXX XXXX XXXX 7219

$_____.____ Amount Enclosed
AUTOPAY IS ON

00971 BEX 9 21526 C
SHANNON GREEN
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

CARDMEMBER SERVICE
PO BOX 6294
CAROL STREAM IL 60197-6294

⑆5000160 28⑆159546508721960⑈

To contact us regarding your account:

Call Customer Service:
In U.S. 1-800-310-1650
Spanish 1-800-310-1650
Pay by phone 1-800-436-7958
International 1-480-350-7099
We accept operator relay calls

Send Inquiries to:
P.O. Box 15298
Wilmington, DE 19850-5298

Mail Payments to:
P.O. Box 6294
Carol Stream, IL 60197-6294

Visit Our Website:
www.chase.com/cardhelp

Information About Your Account

Making Your Payments:
The amount of your payment should be at least your minimum payment due, payable in U.S. dollars and drawn on or payable through a U.S. financial institution or the U.S. branch of a foreign financial institution. You can pay down balances faster by paying more than the minimum payments or the total unpaid balance on your account.

You may make payments electronically through our website or by one of our customer service phone numbers above. In using any of these channels, you are authorizing us to withdraw funds as a one-time electronic funds transfer from your bank account. In our automated phone system, this authorization is provided via entry of a personal identification number. You may revoke this authorization by cancelling your payment through our website or customer service telephone numbers prior to the payment processing. If we receive your completed payment request through one of these channels by 11:59 p.m. Eastern Time, we will credit your payment as of that day. If we receive your request after 11:59 p.m. Eastern Time, we will credit your payment as of the next calendar day. If you specify a future date in your request we will credit your payment as of that day.

If you pay by regular U.S. mail to the Payments address shown on this statement, write your account number on your check or money order and include the payment coupon in the envelope. Do not send more than one payment or coupon per envelope. Do not staple, clip or tape the documents. Do not include correspondence. Do not send cash. If we receive your properly prepared payment on any day by 5 p.m. local time at our Payments address on this statement, we will credit to your account that day. If your payment is received after 5 p.m. local time at our Payments address on this statement, we will credit it to your account as of the next calendar day.

For all other payments or for any payment type above for which you do not follow our payment instructions, crediting of your payments may be delayed for up to 5 days.

Account Information Reported To Credit Bureau:
We may report information about your Account to credit bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report. If you think we have reported inaccurate information to a credit bureau, please write to us at Chase Card Services P.O. Box 15369, Wilmington, DE 19850-5369.

Authorization To Convert Your Check To An Electronic Transfer Debit:
When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. Your bank account may be debited as soon as the same day we receive your payment. You will not receive your check back from your institution.

Conditional Payments:
Any payment check or other form of payment that you send us for less than the full balance due that is marked "paid in full" or contains a similar notation, or that you otherwise tender in full satisfaction of a disputed amount, must be sent to Card Services, P.O. Box 15049, Wilmington, DE 19850-5049. We reserve all our rights regarding these payments (e.g., if it is determined there is no valid dispute or if any such check is received at any other address, we may accept the check and you still owe any remaining balance). We may refuse to accept any such payment by returning it to you, not cashing it or destroying it. All other payments that you make should be sent to the regular Payment address shown on this statement.

Annual Renewal Notice:
If your Account Agreement has an annual membership fee, you are responsible for it every year your Account is open. We will add your annual membership fee to your monthly billing statement once a year, whether or not you use your account. Your annual membership fee will be added to your purchase balance and may incur interest. The annual membership fee is non-refundable unless you notify us that you wish to close your account within 30 days or one billing cycle (whichever is less) after we provide the statement on which the annual membership fee is billed. Your payment of the annual membership fee does not affect our rights to close your Account and to limit your right to make transactions on your Account. If your Account is closed by you or us, the annual membership fee will no longer be billed to your Account.

Calculation Of Balance Subject To Interest Rate:
To figure your periodic interest charges for each billing cycle when a daily periodic rate(s) applies, we use the daily balance method (including new transactions). To figure your periodic interest charges for each billing cycle when a monthly periodic rate(s) applies, we use the average daily balance method (including new transactions). For an explanation of either method, or questions about a particular interest charge calculation on your statement, please call us at the toll free customer service phone number listed above.

When a periodic rate applies, we calculate periodic interest charges separately for each feature (for example, purchases or cash advances). These calculations may combine different categories with the same periodic rates. Variable rates will vary with the market based on the Prime Rate or such index described in your Account Agreement.

Transaction Fees:
There is a transaction fee for each cash advance, in the amount stated in your Account Agreement. Please see your Account Agreement for information about this and any other fees.

Credit Limit:
If you want to inquire about your options to help prevent your account from exceeding your credit limit, please call the number on the back of your card.

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To manage your account, including card payments, alerts, and change of address, visit **www.chase.com/cardhelp** or call the customer service number which appears on your account statement.

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Manage your account online at:
www.chase.com/cardhelp

Customer Service:
1-800-310-1650

Mobile: Download the Chase Mobile® app today

YOUR ACCOUNT MESSAGES (CONTINUED)

Your AutoPay amount will be reduced by any payments or merchant credits that post to your account before we process your AutoPay payment. If the total of these payments and merchant credits is more than your set AutoPay amount, your AutoPay payment for that month will be zero.

ACCOUNT ACTIVITY

■ Denotes Flex for Business activity

Date of Transaction		Merchant Name or Transaction Description	$ Amount
07/24		AUTOMATIC PAYMENT - THANK YOU SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) $40831.62- INCLUDING PAYMENTS RECEIVED	-40,831.62
07/21		UNITED 0162114826152 UNITED.COM TX	-666.90
07/27		HYATT REG IRVINE EVENTS IRVINE CA	-1,520.81
07/06	■	STAMPLI FOR 6-2026 STAMPLI.COM CA	1,307.25
07/06		CUSTOMINK LLC 800-293-4232 VA	3,774.48
07/07	■	NAESP 703-518-6241 VA	50.00
07/09	■	CUSTOMINK LLC 800-293-4232 VA	4.04
07/09	■	CUSTOMINK LLC 800-293-4232 VA	71.65
07/09	■	CHIPOTLE 0805 SANTA ANA CA	261.49
07/10	■	HOLEY MOLEY USA HOLEYMOLEY.CO CO	395.22
07/14	■	OPENAI *CHATGPT SUBSCR OPENAI.COM CA	20.00
07/14	■	ONTIMETEL DIALMYCALLS 800-928-2086 FL	107.99
07/15	■	ULTIMATE SLP ULTIMATESLP.C CT	12.95
07/16	■	ANTHROPIC* CLAUDE TEAM ANTHROPIC.COM CA	334.03
08/01	■	STAMPLI FOR 7-2026 STAMPLI.COM CA DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) $5458.99	1,307.60
07/09		GOOGLE *ADS3267517799 cc@google.com CA	12,000.00
07/13		GOOGLE *ADS3267517799 cc@google.com CA	12,000.00
07/17		GOOGLE *ADS3267517799 cc@google.com CA CHRISTINE FEHER TRANSACTIONS THIS CYCLE (CARD 7235) $36000.00	12,000.00

2026 Totals Year-to-Date	
Total fees charged in 2026	$195.00
Total interest charged in 2026	$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your **Annual Percentage Rate (APR)** is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Flex for Business	17.74%(v)(d)	- 0 -	- 0 -

31 Days in Billing Period

(v) = Variable Rate
(d) = Daily Balance Method (including new transactions)
(a) = Average Daily Balance Method (including new transactions)
Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, and other important information, as applicable.

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END OF DAY INVESTMENT SWEEP

IN US DOLLARS

JPMorgan Chase Bank, N.A.
ALL BALANCES IN THIS STATEMENT ARE BASED ON THE CLOSING
COLLECTED BALANCE IN YOUR DEMAND DEPOSIT ACCOUNT

On Friday, July 3, 2026, Independence Day will be observed in the US. Investments into Money Market Fund Sweeps will not be accepted. Balances invested at sweep cutoff time Thursday, July 2, 2026 will remain invested through Monday July 6, 2026. Clients who anticipate increased cash inflows or outflows, should contact their service officer by Friday, June 26, 2026.

04899 LQS 001 001 26181 - NNNNNNNNNNN LQ1 AT 01
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

JPMorganChase

END OF DAY INVESTMENT SWEEP

DIVIDEND SUMMARY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

AVERAGE INVESTMENT BALANCE THIS MONTH (Shares):	2,967,266.28
AVERAGE INVESTMENT BALANCE THIS YEAR (Shares): (BASED ON INVESTED DAYS)	2,441,498.64
NUMBER OF DAYS INVESTED THIS MONTH:	30
NUMBER OF DAYS INVESTED THIS YEAR:	168
7 DAY SEC YIELD (%):	3.19
30 DAY AVERAGE YIELD (%):	3.13
BASIS POINT FEE (a) FOR PRIOR MONTH ($):	619.31
BASIS POINT FEE (a) FOR CURRENT MONTH ($):	609.71

PERIOD OF: JUNE 1 - JUNE 30, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

	DIVIDENDS PAID	INVESTMENT EARNINGS			
PERIOD		EARNINGS ($)	ADJUSTMENTS ($)	ADJUSTED EARNINGS ($)	NET TOTAL ($)
CURRENT PERIOD					
JUNE, 2026	7,692.16	7,632.84	0.00	7,632.84	7,632.84
NET TOTAL					7,632.84
YEAR TO DATE	27,664.42				35,297.26
WITHHOLDING TAX MTD ($):	0.00				
WITHHOLDING TAX YTD ($):	0.00				
SHORT TERM CAP GAIN PD YTD ($):	0.00				
LONG TERM CAP GAIN PD YTD ($):	0.00				

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An investment in a MMF is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC), any other government agency or JPMorgan Chase Bank, N.A ("Bank"). A MMF's sponsor has no legal obligation to provide financial support to the MMF, and you should not expect that the sponsor will provide financial support to the MMF at any time. Investors should carefully consider the investment objectives and risks as well as changes to the MMF before investing. The prospectus contains this and other information about the MMF. Please refer to the MMF prospectus for the most current MMF information. For a fund prospectus, please contact your Bank relationship manager.
Basis Point Fee: the yield calculations above do not take into consideration any sweep basis point fees. If basis point fees were included the returns would be lower.

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END OF DAY INVESTMENT SWEEP

CURRENT PERIOD ACTIVITY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

INVESTMENT VEHICLE: JPMORGAN U.S. GOVT MONEY MARKET FUND - MORGAN SHARES - FUND 3916
TICKER SYMBOL: MJGXX
TARGET BALANCE ($): 1,000,000.00
INVESTMENT CAP ($): 1,000,000.00

PERIOD OF: JUNE 1 - JUNE 30, 2026
ACTIVITY OF: JUNE, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

DATE	ENDING BALANCE (SHARES)	AMOUNT REDEEMED ($)	PURCHASE NET ASSET VALUE	REDEMPTIONS NET ASSET VALUE	SHARES REDEEMED	AMOUNT INVESTED ($)	1 DAY YIELD (%)	DIVIDENDS EARNED ($)
06/01	2,276,883.820	2,200,642.15	1.0000	1.0000	2,200,642.150	2,276,883.82	3.1290	195.19
06/02	2,208,731.170	2,276,883.82	1.0000	1.0000	2,276,883.820	2,208,731.17	3.1271	189.24
06/03	2,172,227.090	2,208,731.17	1.0000	1.0000	2,208,731.170	2,172,227.09	3.1195	185.65
06/04	2,822,991.380	2,172,227.09	1.0000	1.0000	2,172,227.090	2,822,991.38	3.1164	241.04
06/05	2,822,991.380	2,822,991.38	1.0000	1.0000	2,822,991.380	2,822,991.38	3.1228	241.53
06/06	2,822,991.380	0.00	1.0000	0.0000	0.000	0.00	3.1228	241.53
06/07	2,822,991.380	0.00	1.0000	0.0000	0.000	0.00	3.1228	241.53
06/08	2,809,125.680	2,822,991.38	1.0000	1.0000	2,822,991.380	2,809,125.68	3.1271	240.67
06/09	2,748,090.450	2,809,125.68	1.0000	1.0000	2,809,125.680	2,748,090.45	3.1183	234.78
06/10	2,744,427.310	2,748,090.45	1.0000	1.0000	2,748,090.450	2,744,427.31	3.1050	233.47
06/11	2,742,668.310	2,744,427.31	1.0000	1.0000	2,744,427.310	2,742,668.31	3.1085	233.58
06/12	2,736,367.400	2,742,668.31	1.0000	1.0000	2,742,668.310	2,736,367.40	3.1245	234.24
06/13	2,736,367.400	0.00	1.0000	0.0000	0.000	0.00	3.1245	234.24
06/14	2,736,367.400	0.00	1.0000	0.0000	0.000	0.00	3.1245	234.24
06/15	2,730,610.170	2,736,367.40	1.0000	1.0000	2,736,367.400	2,730,610.17	3.1530	235.89
06/16	2,717,511.230	2,730,610.17	1.0000	1.0000	2,730,610.170	2,717,511.23	3.1421	233.94
06/17	3,357,566.770	2,717,511.23	1.0000	1.0000	2,717,511.230	3,357,566.77	3.1288	287.82
06/18	3,356,982.890	3,357,566.77	1.0000	1.0000	3,357,566.770	3,356,982.89	3.1291	287.80
06/19	3,356,982.890	0.00	1.0000	0.0000	0.000	0.00	3.1291	287.80
06/20	3,356,982.890	0.00	1.0000	0.0000	0.000	0.00	3.1291	287.80
06/21	3,356,982.890	0.00	1.0000	0.0000	0.000	0.00	3.1291	287.80
06/22	3,349,827.320	3,356,982.89	1.0000	1.0000	3,356,982.890	3,349,827.32	3.1240	286.71
06/23	3,348,056.540	3,349,827.32	1.0000	1.0000	3,349,827.320	3,348,056.54	3.1298	287.10
06/24	3,338,847.300	3,348,056.54	1.0000	1.0000	3,348,056.540	3,338,847.30	3.1369	286.96
06/25	2,574,877.370	3,338,847.30	1.0000	1.0000	3,338,847.300	2,574,877.37	3.1398	221.50
06/26	3,420,509.230	2,574,877.37	1.0000	1.0000	2,574,877.370	3,420,509.23	3.1422	294.46
06/27	3,420,509.230	0.00	1.0000	0.0000	0.000	0.00	3.1422	294.46
06/28	3,420,509.230	0.00	1.0000	0.0000	0.000	0.00	3.1422	294.46
06/29	3,419,692.700	3,420,509.23	1.0000	1.0000	3,420,509.230	3,419,692.70	3.1352	293.74
06/30	3,288,318.140	3,419,692.70	1.0000	1.0000	3,419,692.700	3,288,318.14	3.1487	283.67

JPMorganChase

END OF DAY INVESTMENT SWEEP

IN US DOLLARS

JPMorgan Chase Bank, N.A.
ALL BALANCES IN THIS STATEMENT ARE BASED ON THE CLOSING COLLECTED BALANCE IN YOUR DEMAND DEPOSIT ACCOUNT

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CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

JPMorganChase

END OF DAY INVESTMENT SWEEP

DIVIDEND SUMMARY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

AVERAGE INVESTMENT BALANCE THIS MONTH (Shares):	3,013,028.65
AVERAGE INVESTMENT BALANCE THIS YEAR (Shares): (BASED ON INVESTED DAYS)	2,530,530.95
NUMBER OF DAYS INVESTED THIS MONTH:	31
NUMBER OF DAYS INVESTED THIS YEAR:	199
7 DAY SEC YIELD (%):	3.22
30 DAY AVERAGE YIELD (%):	3.14
BASIS POINT FEE (a) FOR PRIOR MONTH ($):	609.71
BASIS POINT FEE (a) FOR CURRENT MONTH ($):	639.75

PERIOD OF: JULY 1 - JULY 31, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

	DIVIDENDS PAID	INVESTMENT EARNINGS			
PERIOD		EARNINGS ($)	ADJUSTMENTS ($)	ADJUSTED EARNINGS ($)	NET TOTAL ($)
CURRENT PERIOD					
JULY, 2026	7,632.84	8,030.82	0.00	8,030.82	8,030.82
NET TOTAL					8,030.82
YEAR TO DATE	35,297.26				43,328.08
WITHHOLDING TAX MTD ($):	0.00				
WITHHOLDING TAX YTD ($):	0.00				
SHORT TERM CAP GAIN PD YTD ($):	0.00				
LONG TERM CAP GAIN PD YTD ($):	0.00				

© 2019 JPMorgan Chase & Co. All Rights Reserved. JPMorgan Chase Bank, N.A. Member FDIC. This statement will be deemed correct if no query is received within 90 days. You could lose money by investing in a money market fund ("MMF"). With respect to a US registered MMF that qualifies as a "government" MMF, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. In the case of a US Registered MMF that does not qualify as a "government" MMF, because the share price of the MMF may fluctuate, when you sell your MMF shares they may be worth more or less than what you originally paid for them. If a US Registered MMF does not qualify as a "government" MMF, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell shares if the MMF's liquidity falls below required minimums because of market conditions or other factors. With respect to an offshore MMF that qualifies as a “CNAV” or “LVNAV” MMF under applicable money market fund regulations, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. Further, effective on or before January 21, 2019, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell all or a portion of your shares if the MMF’s liquidity falls below required minimums because of market conditions or other factors. In the case of an offshore MMF that qualifies as a “VNAV” MMF, because the share price of the MMF will fluctuate, when you sell your shares they may be worth more or less than what you originally paid for them.
An investment in a MMF is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC), any other government agency or JPMorgan Chase Bank, N.A ("Bank"). A MMF's sponsor has no legal obligation to provide financial support to the MMF, and you should not expect that the sponsor will provide financial support to the MMF at any time. Investors should carefully consider the investment objectives and risks as well as changes to the MMF before investing. The prospectus contains this and other information about the MMF. Please refer to the MMF prospectus for the most current MMF information. For a fund prospectus, please contact your Bank relationship manager.
Basis Point Fee: the yield calculations above do not take into consideration any sweep basis point fees. If basis point fees were included the returns would be lower.

JPMorganChase

END OF DAY INVESTMENT SWEEP

CURRENT PERIOD ACTIVITY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

INVESTMENT VEHICLE: JPMORGAN U.S. GOVT MONEY MARKET FUND - MORGAN SHARES - FUND 3916
TICKER SYMBOL: MJGXX
TARGET BALANCE ($): 1,000,000.00
INVESTMENT CAP ($): 1,000,000.00

PERIOD OF: JULY 1 - JULY 31, 2026
ACTIVITY OF: JULY, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

DATE	ENDING BALANCE (SHARES)	AMOUNT REDEEMED ($)	PURCHASE NET ASSET VALUE	REDEMPTIONS NET ASSET VALUE	SHARES REDEEMED	AMOUNT INVESTED ($)	1 DAY YIELD (%)	DIVIDENDS EARNED ($)
07/01	3,284,240.370	3,288,318.14	1.0000	1.0000	3,288,318.140	3,284,240.37	3.1540	283.79
07/02	3,149,231.640	3,284,240.37	1.0000	1.0000	3,284,240.370	3,149,231.64	3.1475	271.57
07/03	3,149,231.640	0.00	1.0000	0.0000	0.000	0.00	3.1475	271.57
07/04	3,149,231.640	0.00	1.0000	0.0000	0.000	0.00	3.1475	271.57
07/05	3,149,231.640	0.00	1.0000	0.0000	0.000	0.00	3.1475	271.57
07/06	3,035,954.940	3,149,231.64	1.0000	1.0000	3,149,231.640	3,035,954.94	3.1344	260.71
07/07	3,035,016.130	3,035,954.94	1.0000	1.0000	3,035,954.940	3,035,016.13	3.1348	260.67
07/08	3,022,335.090	3,035,016.13	1.0000	1.0000	3,035,016.130	3,022,335.09	3.1216	258.49
07/09	2,926,855.390	3,022,335.09	1.0000	1.0000	3,022,335.090	2,926,855.39	3.0949	248.17
07/10	2,924,484.650	2,926,855.39	1.0000	1.0000	2,926,855.390	2,924,484.65	3.0858	247.25
07/11	2,924,484.650	0.00	1.0000	0.0000	0.000	0.00	3.0858	247.25
07/12	2,924,484.650	0.00	1.0000	0.0000	0.000	0.00	3.0858	247.25
07/13	2,917,042.130	2,924,484.65	1.0000	1.0000	2,924,484.650	2,917,042.13	3.1123	248.73
07/14	2,862,945.360	2,917,042.13	1.0000	1.0000	2,917,042.130	2,862,945.36	3.1387	246.19
07/15	2,820,214.400	2,862,945.36	1.0000	1.0000	2,862,945.360	2,820,214.40	3.1493	243.33
07/16	2,814,239.800	2,820,214.40	1.0000	1.0000	2,820,214.400	2,814,239.80	3.1442	242.43
07/17	2,804,169.020	2,814,239.80	1.0000	1.0000	2,814,239.800	2,804,169.02	3.1302	240.48
07/18	2,804,169.020	0.00	1.0000	0.0000	0.000	0.00	3.1302	240.48
07/19	2,804,169.020	0.00	1.0000	0.0000	0.000	0.00	3.1302	240.48
07/20	2,803,992.140	2,804,169.02	1.0000	1.0000	2,804,169.020	2,803,992.14	3.1115	239.04
07/21	2,801,812.530	2,803,992.14	1.0000	1.0000	2,803,992.140	2,801,812.53	3.1208	239.57
07/22	3,524,774.530	2,801,812.53	1.0000	1.0000	2,801,812.530	3,524,774.53	3.1384	303.08
07/23	3,237,480.630	3,524,774.53	1.0000	1.0000	3,524,774.530	3,237,480.63	3.1513	279.52
07/24	3,193,532.710	3,237,480.63	1.0000	1.0000	3,237,480.630	3,193,532.71	3.1574	276.26
07/25	3,193,532.710	0.00	1.0000	0.0000	0.000	0.00	3.1574	276.26
07/26	3,193,532.710	0.00	1.0000	0.0000	0.000	0.00	3.1574	276.26
07/27	3,128,943.800	3,193,532.71	1.0000	1.0000	3,193,532.710	3,128,943.80	3.1579	270.71
07/28	2,958,675.870	3,128,943.80	1.0000	1.0000	3,128,943.800	2,958,675.87	3.1701	256.98
07/29	2,987,804.290	2,958,675.87	1.0000	1.0000	2,958,675.870	2,987,804.29	3.1769	260.06
07/30	2,944,284.380	2,987,804.29	1.0000	1.0000	2,987,804.290	2,944,284.38	3.1762	256.21
07/31	2,933,790.580	2,944,284.38	1.0000	1.0000	2,944,284.380	2,933,790.58	3.1711	254.89

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 11.A **Date:** August 11, 2026

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:** _____

5. Item: Approval of Harbottle Law Group

Background: The Harbottle Law Group provides California Pacific Charter Schools with specialized legal support for the 2026–27 fiscal year. The firm will offer consulting, representation, and legal services related to special education and general student matters. This includes assistance with administrative and judicial proceedings, as requested by the school or required by law. Services are tailored to ensure compliance and legal protection in areas directly impacting students. The agreement reflects a continued partnership to support the school's legal needs with targeted expertise.

Recommendation: It is recommended the Board approve the Harbottle Law Group Agreement for 2026-27 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: As needed, estimate reflected in annual budget.

6. Item: Approval of Quarles & Brady LLP Agreement

Background: Quarles & Brady LLP will provide California Pacific Charter Schools with specialized legal support for human resources matters during the 2026–27 fiscal year. Services may include consultation, representation, and legal guidance related to employment law, personnel matters, workplace investigations, employee relations, policies and procedures, and compliance with applicable state and federal requirements. The firm may also assist with administrative or judicial proceedings, as requested by the school or required by law. The agreement continues the school's partnership with

Quarles & Brady LLP to support effective human resources practices, regulatory compliance, and the management of employment-related legal matters.

Recommendation: It is recommended the Board approve the Quarles & Bray LLP Agreement for 2026-27 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: As needed, estimate reflected in annual budget.

7. Item: Approval of Association of California School Administrators Memberships

Background: The Association of California School Administrators (ACSA) is a statewide professional organization that supports California educational leaders through professional development, legislative advocacy, leadership resources, and member services. ACSA provides conferences, specialized academies, publications, and regional programs designed to help administrators remain informed about current educational issues, effective leadership practices, and developments affecting California public schools.

Providing ACSA memberships for California Pacific Charter Schools administrators supports continued professional growth and access to a statewide network of educational leaders. Membership benefits include professional learning opportunities, regional networking, leadership coaching and resources, member discounts, and professional assistance services. These resources can strengthen administrators' leadership capacity, encourage collaboration, and help school leaders remain informed and effective in supporting students, staff, and organizational goals.

Recommendation: It is recommended the Board approve the Approval of Association of California School Administrators Memberships for 2026-27 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: $14,099.68
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $6,344.86
California Pacific Charter - San Diego (#1758) $4,793.89
California Pacific Charter - Sonoma (#2037) $2,960.93

8. Item: Approval of 2026-27 Medi-Cal Billing Services Agreement

Background: California Pacific Charter Schools contracts with the San Joaquin County Office of Education to provide SEIS billing services through the Local Educational Agency Medi-Cal Billing Option Program. The program allows CalPac to seek Medi-Cal reimbursement for eligible student health-related services, including counseling, speech and language therapy, and mental health supports documented in individualized education programs or health plans.

Under Attachment A, CalPac identifies its participation structure and confirms compliance with applicable requirements for service documentation, qualified providers, parental consent, and student data privacy under FERPA and, when applicable, HIPAA. Although SJCOE serves as the billing vendor, CalPac retains responsibility for program compliance.

Recommendation: It is recommended the Board approve the 2026–27 Medi-Cal Billing Services Agreement with the San Joaquin County Office of Education for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: Revenue is dependent on the volume of eligible services successfully billed. The State retains 3-5% per claim, and up to 15% is paid to the vendor. Despite these deductions, the program is projected to generate substantial net reimbursements that outweigh the associated costs.

9. Item: Approval of 2026 IRS Mileage Reimbursement Rate Revision

Background: The Internal Revenue Service (IRS) periodically adjusts the standard mileage reimbursement rate for business travel. Effective July 1, 2026, the IRS updated the business mileage rate from $0.725 to $0.76 per mile. Aligning the school's rate with the IRS standard ensures staff are fairly compensated for approved work-related transportation.

Recommendation: It is recommended that the Board of Directors approve adoption of the IRS standard mileage reimbursement rate of $0.76 per mile, effective July 1, 2026 through December 31, 2026.

Fiscal Impact: The estimated fiscal impact of adopting the updated mileage rate is an increase of $1,007.73. Actual costs are dependent on the number of miles driven for approved school-related business.

California Pacific Charter - Los Angeles (#1751)	$453.48
California Pacific Charter - San Diego (#1758)	$342.63
California Pacific Charter - Sonoma (#2037)	$211.62

RETAINER AGREEMENT BETWEEN HARBOTTLE LAW GROUP AND CALIFORNIA PACIFIC CHARTER SCHOOL FISCAL YEAR, JULY 1, 2026 - JUNE 30, 2027

This attorney retainer agreement is entered into by and between Harbottle Law Group ("HLG") on one hand, and California Pacific Charter School ("Client") on the other for the period between August 3, 2026 and extending through June 30, 2027.

1. Scope of Work and Duties. Client hires HLG to advise Client and perform legal services for Client and such other and further matters as Client and HLG from time to time agree upon. HLG will perform these services, will keep Client informed of progress, and will respond to Client's inquiries.

2. Client's Duties. Client agrees to provide HLG such information, assistance and cooperation as is necessary for HLG to effectively perform its services under this Agreement. Client shall timely pay HLG's bills for fees and costs.

Client shall keep HLG advised of Client's address, telephone numbers, and other pertinent contact information during the pendency of this Agreement.

3. Legal Fees, Billing Practices, and Personnel. HLG's fees will be charged on an hourly basis for all time actually expended and are generally billed monthly. The payment of such bills will be due within 30 days from the date of the invoice. HLG will utilize those attorneys and staff it determines to be best suited to the task, consistent with the competent and efficient rendering of legal services. The services to be performed by HLG hereunder shall be provided at a rate not to exceed Three-Hundred Eighty Five Dollars ($385.00) per hour for Senior Counsel/Senior Of Counsel, Three-Hundred Seventy Dollars ($370.00) per hour for Partners/Of Counsel, Three-Hundred Fifty Five Dollars ($355.00) per hour for Senior Associates, Three-Hundred Thirty Five Dollars ($335.00) per hour for Associates, Two-Hundred Twenty Dollars ($225.00) per hour for Senior Paralegals, Two-Hundred Twenty Dollars ($220.00) per hour for Law Clerks, Paralegals, and Education Consultants.

4. Costs and Other Charges. HLG will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for those costs and expenses in addition to the hourly fees. Costs and expenses commonly include fees fixed by law or assessed by public agencies, expert witness fees and expenses, deposition transcripts, long distance telephone calls, messenger and other delivery fees, postage, parking and other local travel expenses, photocopying and other reproduction costs, clerical staff overtime, and computer assisted research fees.

5. Statements. HLG shall send Client one or more statements for fees and costs incurred on a periodic basis, generally monthly. These statements shall indicate the basis of the fees, including the amount of time spent and a description of the work performed. Payment of the statements is due thirty days after the statements are rendered.

6. Concurrent Representation of Other Entities and Individuals. HLG is currently acting as legal counsel to a number of school districts, other public agencies in several counties,

as well as private clients. HLG's representation of such public and private entities in such other matters is unrelated to its representation of Client. HLG therefore reserves the right to continue to represent such parties in these unrelated matters, and any other parties in the future which may be adverse to Client, but which are unrelated to our representation of Client. Your signature below will confirm this understanding and your waiver on behalf of Client of any such potential conflicts. If, in the future, Client wishes to retain HLG to represent its interests in matters that may relate to a matter or matters in which HLG is also representing other parties, HLG will present Client with a separate document for its consideration, and possible informed written consent, to such concurrent representation.

7. Disclaimer of Guarantee. HLG has made no representations, promises or guarantees to Client regarding the outcome of Client's matter(s). Furthermore HLG cannot make any guarantee as to the amount which Client will incur for attorneys' fees and costs in this matter, as those figures will wholly depend on the time and effort required to be devoted to the matter.

8. Discharge and Withdrawal. Client may discharge HLG at any time. HLG may withdraw from Client's representation at any time to the extent permitted by law and the Rules of Professional Conduct, upon reasonable notice to the Client. In the event of such discharge or withdrawal, Client shall pay HLG's fees and costs legally owed in accordance with this Agreement for all work done (and costs incurred) through the termination of HLG's representation of Client.

9. No Waivers. A waiver by either party of a breach of any of the conditions, terms, or time requirements under this Agreement shall not be construed as a waiver of any succeeding breach of the same or other conditions, terms or time requirements.

10. Errors and Omissions Insurance. HLG maintains errors and omissions insurance coverage applicable to the services mentioned in this Agreement.

11. Integration. This Agreement constitutes the entire Agreement between HLG and Client with respect to this matter.

12. Arbitration of Disputes. If any dispute arises between Client and HLG regarding services or billings or any other matter relating to the provisions or duties under this Agreement, such dispute shall be submitted to binding arbitration. Fee disputes shall be arbitrated according to the guidelines and standards adopted by the State Bar of California, if any, then in effect. Any other dispute shall be arbitrated according to the arbitration rules of the Orange County Bar Association, if any, then in effect; and if there are no such rules in effect then in accordance with the rules of the American Arbitration Association.

The decision of the arbitrator(s) shall be final and binding. The arbitrator(s) shall have the discretion to order the losing party to reimburse the prevailing party for all costs and fees incurred in connection with the arbitration, including attorneys' fees and the arbitrators' fees.

13. Fees and Costs to Enforce Agreement. In the event attorneys' fees and related costs are incurred to enforce this agreement or to resolve a dispute under this agreement, the prevailing party shall be entitled to recover, in addition to damages allowed by law, reasonable attorneys' fees and costs.

14. Right to Consult Independent Counsel. HLG advises that Client has the right to consult independent counsel in connection with its decision to enter into this Agreement and recommends that it do so.

Dated: July 30, 2026

Harbottle Law Group

By: _____
S. Daniel Harbottle, Director

I have read and understood the foregoing terms and agree to them.

Dated: _____, 2026

By: _____
Christine Feher, Superintendent/CEO
California Pacific Charter School

Quarles

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Writer's Direct Dial: 619-744-3655
E-Mail: mike.sullivan@quarles.com

July 1, 2026

Re: Representation in General Employment Advice

Dear Corrie:

We are pleased that California Pacific Charter Schools has selected Quarles & Brady LLP (the "Firm") for representation in connection with General Advice (the "Matter"). We thank you for your continued expression of confidence in us. California Pacific Charter Schools previously agreed to the terms laid out in our engagement letter dated September 6, 2024 (the "Agreement"), and unless otherwise set forth in this letter, the Agreement will govern our relationship with California Pacific Charter Schools in the Matter. If you have any questions or if you would like to discuss possible modifications, please contact me.

California Pacific Charter Schools will be our client in the Matter discussed in this letter. The scope of our representation for California Pacific Charter Schools will consist of general employment advice.

We have determined that there is no conflict of interest preventing us from representing California Pacific Charter Schools in the Matter.

I will be the attorney primarily responsible for the Matter, with the assistance of other attorneys and paralegals as appropriate to provide the highest quality legal services in an efficient, economical manner. Since we last worked together, my fees have changed. The Firm's fees for the Matter are based primarily upon the hourly billing rate for each attorney and paralegal devoting time to the Matter.

My billing rate for the Matter is $684 an hour.

Additionally, we have updated our engagement letter to reflect the possible use of artificial intelligence tools. We may use artificial intelligence (“AI”) tools to assist in the

delivery of legal services, including both predictive AI tools and generative AI tools. If you would like more information about how we use these tools, the tools themselves, and/or any attendant risks, please let us know immediately and we will be happy to discuss.

We look forward to the opportunity to represent you in the Matter and assure you that we will represent you as diligently and economically as possible. Please confirm your agreement to retain the Firm under the terms of this letter by returning a signed copy to me at your earliest convenience.

Sincerely,

QUARLES & BRADY LLP

Michael C. Sullivan

ACSA Membership 26/27 for:	Total
Christine Feher	$1,690.56
Ericka Zemmer	$1,627.43
Erika Stevens	$1,241.06
Erin Rineberg	$1,562.88
Gretchen Chamberlain	$1,408.19
Katherine Johnson	$1,372.41
Marissa Probst	$1,251.10
Stephen Warnock	$1,170.00
Tyler Phipps	$1,303.88
Victoria Campbell	$1,464.17

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
SEIS BILLING SERVICES AGREEMENT
ATTACHMENT A - LEA BOP

☐ **Individual LEA:**

Selection of this box indicates that the LEA will be utilizing SEIS Billing exclusively for its **Local Educational Agency Billing Option Program (LEA BOP)** billing as an individual LEA that is not billing under a consortium model.

☐ **Billing Consortium:**

Selection of this box indicates that the LEA is utilizing SEIS Billing exclusively for its Local **Educational Agency Billing Option Program (LEA BOP)** billing as the Lead LEA consortium. Under this consortium model, the Lead LEA and each member LEA listed below will exclusively be using SEIS Billing as their third-party billing vendor for the Local Educational Agency Billing Option Program. The Lead LEA has also confirmed with each member LEA the following:

1. The Lead LEA is the Member LEA's agent;
2. The Lead LEA is authorized to handle all matters concerning LEA BOP with DHCS on behalf of the Member LEA;
3. If the Member LEA is a HIPAA covered entity, a HIPAA business associate agreement is in place with the Lead LEA;
4. All personally identifiable data will be protected by the Family Educational Rights and Privacy Act (FERPA) and/or, if applicable, HIPAA; and,
5. The Lead LEA's authority is valid until the member LEA has revoked authority in writing.

The Billing Consortium model as referenced above consists of the following:

LEA NAME	National Provider Identifier (if the member has one)	LEA Address
LEAD LEA:		
MEMBER LEAs:		

_____
User Initials

LEA Billing Consortium Sheet (continued)

LEA NAME	National Provider Identifier (if the member has one)	LEA Address
LEAD LEA:		
MEMBER LEAs:		

_____
User Initials

Serial #	Device Type	Asset #
4K9V9FDNC19905W	Samsung Chromebook 4	LA-20210798
4K9V9FANC21499F	Samsung Chromebook 4	LA-20210769
4K9V9FDR304522M	Samsung Chromebook 4	LA-20210694
4K9V9FDW600153L	Samsung Chromebook 4	SO-20210348
PF2S91HH	Lenovo 500E G2 11.6" 32GB 4GB	PILOT 1
4K9V9FDR304406A	Samsung CB 4 11.6"4GB RAM 32GB	SO-20210092
4K9V9FANC01917N	Samsung Chromebook 4	SD-20210008
4K9V9FDR304437V	Samsung Chromebook 4	SO-20210295
4WQR9FDW701725M	Samsung Chromebook 4	SO-20210360
4WQR9FDW703902L	Samsung Chromebook 4	SD-20210661
4K9V9FDNC19863Y	Samsung Chromebook 4	SD-20210546
4WQR9FAWB00520M	Samsung Chromebook 4	LA-20211131
4K9V9FFNB11006Y	Samsung Chromebook 4	LA-20210228
PF5G5EMV	Lenovo 100e Chromebook Gen 4 (Intel)	SD-00028
PF5JSN1Z		SO-00082
4WQR9FAWB00101M	Samsung Chromebook 4	SD-20210759
4K9V9FDW600213E	Samsung Chromebook 4	LA-20210925
4WQR9FFW800308H	Samsung Chromebook 4	SO-20210408
4WQR9FFW800442K	Samsung Chromebook 4	SO-20210400
4K9V9FDW600189X	Samsung Chromebook 4	SO-20210340
4K9V9FDW600050L	Samsung Chromebook 4	SO-20210342
4WQR9FFW800282D	Samsung Chromebook 4	SO-20210379
NXAZ1AA00231215C737600	Acer Chromebook 315 (CB315-4H , CB315-4HT)	SO-20210385
4K9V9FCR202358B	Samsung Chromebook 4	SO-00102
4K9V9FDW600002A	Samsung Chromebook 4	SD-20210638
4WQR9FDW701698B	Samsung Chromebook 4	LA-20210975
4WQR9FFW800423R	Samsung Chromebook 4	LA-20211025
PF4Z9ZKL	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211152
4K9V9FDW600145Z	Samsung Chromebook 4	LA-20210928
PF4ZA6BK	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211226
4K9V9FAR200635L	Samsung Chromebook 4	LA-20210715
4WQR9FAWB00024M	Samsung Chromebook 4	LA-20211049
PF4Z49AC	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211229
PF4RBHAA	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210893
PF440Z8K	Lenovo 300e/500e Chromebook 2nd Gen	SD-20210649
4WQR9FFW800331B	Samsung Chromebook 4	SD-20210706
PF4RDD7D	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210868
PF4Z85AA	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210832
4K9V9FCR102204D	Samsung Chromebook 4	SO-20210146
4K9V9FCNB04711H	Samsung Chromebook 4	SO-20210036
PF4R88FG	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210528
4WQR9FDW701837E	Samsung Chromebook 4	LA-20210957
4WQR9FAWB00247V	Samsung Chromebook 4	SD-20210967
4WQR9FAWB00523X	Samsung Chromebook 4	LA-20211086
4K9V9FDW600218J	Samsung Chromebook 4	LA-20210809
4K9V9FDW600082B	Samsung Chromebook 4	LA-20210832
4WQR9FCW802040K	Samsung Chromebook 4	SO-20210401
PF4R2FP7	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210512
4WQR9FFW800443V	Samsung Chromebook 4	SD-20210704
4WQR9FFW800299E	Samsung Chromebook 4	SD-20210708
4K9V9FFNB08212H	Samsung Chromebook 4	SO-20210075
4WQR9FAWB00268W	Samsung Chromebook 4	SO-20210419
4WQR9FAWB00550V	Samsung Chromebook 4	SO-20210412
4K9V9FDNC19918W	Samsung Chromebook 4	LA-20210799
4K9V9FDR304539N	Samsung Chromebook 4	SD-20210531
4WQR9FAWB00756V	Samsung Chromebook 4	LA-20211070
4WQR9FAWB00409F	Samsung Chromebook 4	LA-20211062
4K9V9FDNC19652H	Samsung Chromebook 4	SD-20210544

4K9V9FDNC19952E	Samsung Chromebook 4	SD-20210548
4K9V9FDW600031W	Samsung Chromebook 4	SO-20210324
4K9V9FDW600078R	Samsung Chromebook 4	SD-20210623
PF45JBPC	Lenovo 300e/500e Chromebook 2nd Gen	SD-20210563
4WQR9FAWB00840R	Samsung Chromebook 4	SD-20210756
4WQR9FAWB00320B	Samsung Chromebook 4	SO-20210443
4K9V9FDW600110E	Samsung Chromebook 4	LA-20210824
4K9V9FFNC02915P	Samsung Chromebook 4	SD-20210970
4WQR9FAR305985F	Samsung Chromebook 4	SD-20210489
4K9V9FCNC14751Z	Samsung Chromebook 4	LA-20210794
4K9V9FFNB11026L	Samsung Chromebook 4	SD-20210151
4WQR9FDW702242J	Samsung Chromebook 4	SO-20210362
4WQR9FDW702843D	Samsung Chromebook 4	LA-20210969
YX0BMFMB	Lenovo 300e Chromebook Gen 4	LA-00052
4WQR9FCW802568W	Samsung Chromebook 4	SD-20210709
4K9V9FDR304181W	Samsung Chromebook 4	LA-20210706

Coversheet

Consent - Education/Student Services

Section: VII. Consent
Item: B. Consent - Education/Student Services
Purpose:
Submitted by:
Related Material: BUS CPCS Consent Education 8.11.26.pdf
Title 1 School-Parent Guardian Compact.pdf
Crescendo Music Program 2026 -27.pdf
CSU Admissions Partnership Agreement.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 11.B **Date:** August 11, 2026

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
X	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:** _____

1. Item: Approval of 2026-27 Title 1 School-Parent/Guardian Compact

Background: The Title I School-Parent/Guardian Compact is a required part of the school's Title I program under the Every Student Succeeds Act (ESSA). It outlines how the school, parents and guardians, and students will share responsibility for improving academic achievement and supporting student success.

Developed collaboratively with families and reviewed annually, the compact includes commitments related to high-quality instruction, communication, learning support at home, and student responsibility. It is intended to strengthen home-school partnerships and promote shared accountability for student outcomes.

Recommendation: It is recommended the Board approve the 2026-27 Title 1 School-Parent/Guardian Compact for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: None

2. Item: Approval of 2026-27 Crescendo Music Program Quote (Renewal)

Background: The Crescendo Music Program, offered in partnership with California Pacific Charter Schools, will provide virtual drums and choir instruction during the 2026–2027 academic year. The

program includes two instrumental classes and two choir classes offered across two semesters. Each class will meet once per week for eight weeks.

Instruction will be provided by Mr. Owen and is designed for elementary and middle school students. To support at-home participation, students may use accessible materials such as roll-up pianos or drumsticks. The proposed program includes bundled pricing and a $1,000 partnership discount for CPCS.

The Crescendo Music Program is intended to expand student access to performing arts education and support creative development through structured, engaging music instruction.

Recommendation: It is recommended the Board approve the 2026-27 Crescendo Music Program Quote (Renewal) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: Up to $16,000.00
(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	$7,200.00
California Pacific Charter - San Diego (#1758)	$5,440.00
California Pacific Charter - Sonoma (#2037)	$3,360.00

4. Item: Approval of CSU Admissions Partnership Agreement

Background: The proposed Data Sharing and Direct Admissions Partnership Agreement with the California State University Chancellor's Office would support college access and matriculation for California Pacific Charter Schools' graduating seniors. Through the partnership, eligible student information would be shared with CSU so that students who meet CSU "a-g" requirements may be notified of their eligibility and direct-admission status and receive information regarding enrollment, financial aid, and available student support services. Students who are not on track to meet the "a-g" requirements may also receive information about the CSU Transfer Success Pathway program.

CSU would provide California Pacific Charter Schools with applicant, admission, registration-intent, and enrollment information to assist staff in supporting students through the matriculation process and evaluating the effectiveness of the partnership. The agreement includes requirements concerning student and parent notification, opt-out opportunities, confidentiality, limited use of information, secure disposal of records, and compliance with the Family Educational Rights and Privacy Act. The agreement would remain in effect through June 30, 2030, unless terminated earlier in accordance with its terms.

Recommendation: It is recommended the Board approve the CSU Admissions Partnership Agreement for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: None

School - Parent/Guardian Compact

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

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

How does the school address this?

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

School Site Council Approved: October 28, 2020, Reviewed: May 27, 2026
Board Approved: November 12, 2020, Revised: August 8, 2023, Reviewed: August 13, 2024

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

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

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

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

This Compact was adopted by California Pacific Charter Schools for the 2026-2027 school year and will be in effect for the period of the 2026-2027 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program as part of the school's annual notices.

Louder Confidence
TEACHING TO DREAM LOUDER

QUOTE Number *INV2026-004*
Date *July 1, 2026*

From:
Crescendo Music Program, LLC (DBA as Louder Confidence)
708 Hendricks St
Montebello, CA, 90640
(617) 750-0065

To:
California Pacific Charter Schools
940 South Coast Drive #185
Costa Mesa, CA 92626
(855) 225-7227

DESCRIPTION	STANDARD PRICE	PARTNER DISCOUNT	TOTAL
Drums Class 1 (8 weeks - 8 hours)			
Online Drumming Class Fridays at 9:30am 9/28-11/22 Exact Dates - 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20	$2,750.00	-$250.00	**$2,500.00**
Choir Class 1 (8 weeks - 8 hours)			
Online Choir Class Wednesdays at 12:30 9/28-11/22 Exact Dates - 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/9, 11/18 **Veteran's Day is on a Wednesday, 11/11, make-up on Monday, 11/9	$3,000.00	-$250.00	**$2,750.00**
Drums Class 2 (8 weeks - 8 hours)			
Online Drumming Class Fridays at 9:30am 2/1-3/26 Exact Dates - 2/5, 2/1, 2/8 (12:30), 2/19, 2/26, 3/5, 3/12, 3/19, 3/26 **No Class on President's holiday, make-up on Monday, 2/8 @ 12:30pm	$2,750.00	-$250.00	**$2,500.00**
Choir Class 2 (8 weeks - 8 hours)			
Online Choir Class Wednesdays at 12:30 2/1-3/26 Exact Dates - 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/17, 3/24	$3,000.00	-$250.00	**$2,750.00**

TOTAL DUE $10,500.00

BUNDLE DEAL HIGHLIGHTS

Dicounts and bundle deal based on 4 classes following the aforementione commitments (4 classes, 8 weeks each).

• Cal Pac Total Discount: $1,000

Thank you for you for considering our services.
Feel free to contact dtruocchio@louderconfidence.com for any questions.

Powered by BoardOnTrack

DATA SHARING AND DIRECT ADMISSIONS PARTNERSHIP AGREEMENT
CALIFORNIA STATE UNIVERSITY, CHANCELLOR'S OFFICE
_____SCHOOL DISTRICT

This Data Sharing and Direct Admissions Partnership Agreement (Agreement) is entered into effective _____, 2026 ("Effective Date"), by and between California State University Chancellor's Office ("CSU") and _____ School District ("District"), herein collectively known as "Educational Institutions" or "parties."

1. Preamble

The purpose of the Agreement is to support the parties' shared goal of educational success for California students. This Agreement creates a process for targeted sharing of student data between the parties to support college matriculation for District's high school seniors who meet CSU's a-g requirements and those that are not on track to meet a-g requirements and would benefit from the CSU Transfer Success Pathway program. The Agreement establishes a Direct Admissions partnership between the Educational Institutions.

The partnership involves the District providing CSU with student data for the purpose of CSU informing the District's CSU-eligible high school seniors that they have been admitted to the CSU and providing them with specific information about how to attend the CSU, access financial aid, and utilize other available services and support options.

CSU will provide to District certain data about its students who apply to CSU for the purpose of supporting the District's efforts to encourage its students to complete the necessary steps to matriculate at CSU as well as to track and improve the effectiveness of the Direct Admissions partnership and the District's educational offerings for its students.

As further described below and consistent with the Family Education Rights and Privacy Act 20 U.S.C. § 1232g and Part 99 of Title 34 of the Code of Federal Regulations ("FERPA"), the sharing of the student data will help support mutual efforts of the parties to support District students to transition to college, assess program and partnership effectiveness, and evaluate the efficacy of the Educational Institutions' collective impact.

THEREFORE, the Educational Institutions agree to the following:

2. Information to be Disclosed; Purposes of Data Sharing

(a) **Information to be Disclosed**.
This Agreement sets forth the terms and conditions of the parties' Direct Admissions Partnership and the basis under which District agrees to provide to CSU personally identifiable "Student Data."

As part of this partnership, the District agrees it will provide to the CSU the student data set forth in **Exhibit A** by an agreed upon date for its students who meet the program requirements. The students will be divided into three categories:

Category 1 – Meets A-G (CSU Eligible)
Category 2 – Close to meeting A-G
Category 3 – Will not meet A-G

As part of this partnership, CSU agrees to provide District with personally identifiable "Applicant Data," as specified in the attached **Exhibit A.**

Exhibit A is incorporated into this Agreement by this reference.

(b) **Purpose of Information Exchange**. District will only provide identifiable Student Data to CSU for the purpose of facilitating CSU's ability to inform District students of their CSU eligibility, their CSU-Admitted status (via direct admission), and how they can enroll and attend a CSU university. CSU may be considered by District as a "school official" if the District would otherwise itself notify students of their CSU eligibility, and the purpose of the sharing of Student Data is to facilitate admission and enrollment of District students in CSU and thereby support their educational attainment. District agrees that it will provide eligible students and their parents notice of the Direct Admissions Partnership and Data Sharing and allow students and parents to opt-out. Data will be shared only for those students who have not exercised the right to opt-out.
CSU will provide District with identifiable Applicant Data to facilitate District's support of its students to complete their enrollment steps to enroll in the CSU. CSU will provide applicants with notice that their acceptance information will be shared with their District and provide them with an opportunity to opt-out.
Each party is responsible for ensuring its own compliance with FERPA regulations, including but not limited to those set forth in the attached **Exhibit B**.
Each party will take necessary steps to comply with FERPA as to information it decides to transmit to the other, including amending its annual FERPA notice to its students.

(c) **Use of Student Data.** The Student Data provided hereunder will only be used by CSU to inform students of their CSU eligibility and provide them with information on how they can attend CSU and will be used for no other purposes. For District students who do not enroll in the CSU, once their Student Data is no longer needed, CSU will destroy it.

(d) **Use of Applicant Data**. The Applicant Data provided hereunder will only be used by the District to support students to complete the steps necessary to matriculate at the CSU and to analyze the success of its educational offerings, and for no other purpose.

3. Designated Representatives

Each Educational Institution shall designate an authorized representative or representatives to have primary responsibility to coordinate activities under this Agreement, act as liaison, ensure confidentiality is maintained, determine how and when information is exchanged, and to meet to further define specific procedures, when necessary.

4. No Public Disclosure of Individually Identifiable Information

All reports, publications or similar documents created using the Student Data and Applicant Data and all public use of the Student Data and Applicant Data shall entail aggregated level reporting only and shall not reveal any individual identifiable information except as authorized under FERPA. The Educational Institutions shall provide each other with a copy of any reports, publications or similar documents created using the Student Data and Applicant Data prior to publication.

5. Instruction of Personnel

The Educational Institutions shall instruct all personnel assigned to work with the Student Data and Applicant Data regarding the:

(a) Confidential nature of the Student Data and Applicant Data.

(b) How to protect the confidentiality of the Student Data and Applicant Data, including but not limited to directing such personnel to avoid leaving the Student Data and Applicant Data displayed on their computer screens where unauthorized users may view it and that they should retrieve computer printouts as soon as they are generated so that the Student Data and Applicant Data is not left unattended in printers where unauthorized personnel may access them.

(c) Requirements of this Agreement.

(d) Sanctions specified in FERPA and other relevant law against unauthorized disclosure of the Student Data and Applicant Data.

6. Disposal

The Educational Institutions shall dispose of all the Student Data and Applicant Data received from the other party pursuant to this Agreement, and copies thereof made by Educational Institution, its employees, agents or contractors, after the purpose for which the Student Data and Applicant Data was disclosed has been served. In any event, such disposal shall occur no later than 30 days following the expiration of the term of this Agreement, unless the parties otherwise mutually agree in writing to a later date for such disposal.

Disposal means return of the Student Data and Applicant Data to original provider of the information or destruction thereof utilizing an approved method of confidential destruction, which includes electronic deletion, shredding, burning, or certified or witnessed destruction.

7. Legal Compliance

Recipient shall comply with applicable state and federal laws and regulations, including but not limited to FERPA.

8. Right to Audit

Each Educational Institution shall permit the other to conduct audits or other monitoring activities of its policies and procedures and systems, including on-site inspections, to ensure that the terms of this Agreement are being met. Each Educational Institution shall make available, on request and during on-site reviews, copies of training provided to personnel assigned to work with the Student Data and Applicant Data. The parties shall maintain a system of records sufficient to allow an audit of compliance with the requirements of this Agreement.

9. Indemnification

Each Educational Institution participating in this Agreement agrees to defend, indemnify, and hold each other educational institution participating in this Agreement, and its officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the member's performance of the terms of this Agreement but

only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

10. Entire Agreement

This Agreement states the entire Agreement between the Educational Institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or Agreements.

11. Execution

Each of the persons signing this Agreement on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

12. Assignment

None of the signatories to this Agreement may assign their rights, duties, or obligations under this Agreement, either in whole or in part, without the prior written consent of the other signatories to this Agreement.

13. Severability

If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this Agreement such provision shall be fully severable. This Agreement shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Agreement.

14. Waiver

Waiver by any signatory to this Agreement of any breach of any provision of this Agreement or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this Agreement shall not operate as a waiver of such right. All rights and remedies provided for in this Agreement are cumulative.

15. Modification and Amendments

This Agreement may be amended or modified at any time by written mutual Agreement of the authorized representatives of the signatories to this Agreement.

16. Term of this Agreement

This Agreement shall be in effect for the period commencing from the effective date established until June 30, 2030. Any party may terminate this Agreement with fifteen (15) days written notice to the other party.

Each of the persons signing this AGREEMENT on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

Signed: _____ Date:_____
California State University

Signed: _____ Date:_____
_____**School District**

Student Data and Applicant Data Sharing Agreement
Exhibit A

"Student Data" consists of the following information to be disclosed by District to CSU:

_____ School District Student Data to be disclosed to CSU:

- Statewide Student Identifier (SSID)
- Student Name First/Last
- Student Preferred First/Last
- Parent/Guardian Contact First and Last Name, and Email
- Student Contact Information Email
- Student Contact Information Address
- Date of Birth
- Gender
- Ethnicity or Race
- School District
- Student High School
- High School CEEB Code
- CSU Direct Admission Category

"Applicant Data" consists of the following information to be disclosed by CSU to District:

- Application submission by campus and declared major
- Admittance data by campus, major and program
- Statement of intent to register by campus
- Enrollment by campus

Student Data and Applicant Data Sharing Agreement
Exhibit B

FERPA Provisions Relevant to Data Sharing for Direct Admission Program

34 C.F.R. Section 99.31

An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure is to a "school official," which includes any party to which the institution has "outsourced institutional services or functions… provided that the outside party—

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
(2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
(3) Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records."

34 C.F.R. Section 99.33

(a)

(1) An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b)

(1) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if—

(i) The disclosures meet the requirements of § 99.31; and

(ii)

(A) The educational agency or institution has complied with the requirements of § 99.32(b); or

(B) A State or local educational authority or Federal official or agency listed in § 99.31(a)(3) has complied with the requirements of § 99.32(b)(2).

(2) A party that receives a court order or lawfully issued subpoena and rediscloses personally identifiable information from education records on behalf of an educational agency or institution in response to that order or subpoena under § 99.31(a)(9) must provide the notification required under § 99.31(a)(9)(ii).

34 C.F.R. Section 99.31(a)(2)

The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

34 C.F.R. Section 99.34

(a) An educational agency or institution that discloses an education record under § 99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under § 99.7 includes a notice that the agency or institution 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;

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: C. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: BUS Job Description Aug 2026.docx.pdf
Instructional Assistant-Tutor Board Approval Aug 2026.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: **Date:** August 11, 2026

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

Item Requires Board Action: X **Item is for Information Only:**

Item: Approval of Job Description for California Pacific Charter Schools

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

It is recommended the Board approve the following job description(s) as presented.

New Job Description(s):

Revised Job Description(s):
Instructional Assistant/Tutor

Fiscal Impact: None

California Pacific Charter Schools

Instructional Assistant/Tutor

Job Description

Reports To: Assistant Director
FLSA Status: Non-Exempt
School Classification: Classified
Pay Range: Grade 5
Work Schedule: 170 work days to follow the school year calendar
Location: Remote Office

Position Summary

Under the direction of the Assistant Director, Online Teacher, or Lead Tutor, the Instructional Assistant/Tutor provides individual and small-group instruction to help students in grades TK–12 complete independent coursework assignments and strengthen their literacy and mathematics skills as part of a high-quality, personalized educational program. Instructional support is delivered through questioning, prompting, modeling, scaffolding, and other evidence-based instructional strategies that promote critical thinking, student independence, and authentic learning. The Instructional Assistant/Tutor facilitates learning by guiding students to develop their own understanding and arrive at solutions rather than providing answers, completing assignments, or otherwise compromising the authenticity of student work. The Instructional Assistant/Tutor is responsible for upholding the mission and values of California Pacific Charter Schools, maintaining academic integrity, collaborating with instructional staff to monitor students' academic progress, and supporting students' social and emotional development.

Minimum Qualifications

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

1. Paid or volunteer experience working with students in an academic setting.
2. Associate's degree or successful completion of the CBEST is required.
3. Depending on assignment, bilingual language skills may be required.
4. State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
5. Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General skills

1. Team player
2. Love of learning – a lifelong learner
3. Flexible and adaptable

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

Essential Duties and Responsibilities

1. Facilitates small-group and individualized academic instruction using provided curriculum, intervention resources, and homework support while differentiating instruction to meet individual student needs. Uses questioning strategies, guided practice, and the Socratic method to promote critical thinking and student ownership of learning, helping students discover solutions independently rather than providing answers or completing work on their behalf.
2. Maintains academic integrity by providing instructional support through questioning, prompting, modeling, and scaffolding rather than supplying answers, completing assignments, or otherwise compromising the authenticity of student work. Ensures all tutoring practices align with the school's Academic Integrity Policy and promote student independence and ownership of learning.
3. Maintains a safe and effective learning environment.
4. Provides academic support within the assigned area of focus (i.e. essay support, math, performance tasks, etc.).
5. With training, utilizes assigned software and online programs to conduct tutoring sessions; within video conference software, maximizes use of program features such as whiteboards and screen sharing.
6. Utilizes cybersecurity programs and protocols (i.e. Go Guardian Teacher) when working with students in the virtual learning hub to monitor student progress in courses as well as being on task while in tutoring sessions.
7. Effectively manages student behavior to ensure students are fully engaged in learning; monitors student behavior and interactions in online platforms.
8. Assists the instructional team in proctoring student examinations to ensure adherence with school policies.
9. Creates an environment of high expectations for learning, student behavior and staff professionalism.
10. Demonstrates knowledge of, and supports, CalPac's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior.
11. Collaborates with instructional team members to share best practices and improve instructional skills, including actively participating in professional development, training and coaching opportunities.
12. Performs other related duties as required and assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret orally and translate in writing

between English and a designated language; interprets for student, parent, or teacher, as required; and may serve as interpreter and/or translator for staff in parent conferences or other meetings.

Other Duties

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

Knowledge and Abilities

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

Knowledge of

1. Instructional practices, including the Socratic method, effective questioning techniques, and scaffolded support that promote authentic student learning, critical thinking, problem-solving, academic integrity, and student independence by facilitating students' discovery of solutions rather than providing answers or completing academic work on their behalf.
2. Basic principles of child behavior and development.
3. Proficient knowledge of subjects taught including arithmetic, reading, writing, grammar, and spelling.
4. Basic instructional methods and techniques.
5. Record-keeping techniques.

Ability to

1. Read, write, and speak English clearly and proficiently.
2. Assist in instructing readiness for reading, writing, and mathematics in a learning environment.
3. Facilitate student learning through effective questioning, prompting, and scaffolding that encourages students to explain their thinking, solve problems independently, and develop academic confidence rather than relying on direct answers.
4. Demonstrate effective interpersonal skills.
5. Communicate effectively in a timely manner, both orally and in writing.
6. Use technology in an effective manner for communicating and reporting.
7. Meet schedules and timelines; plan and organize work.
8. Work at a high level of independence.
9. Maintain professional, cordial relationships with students, parents, and staff.

10. Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
11. Communicate in a respectful, professional, and courteous manner.
12. Maintain confidentiality.
13. Follow directions and uphold program policies and practices.
14. Establish rapport and maintain positive, meaningful relationships with students to assist in improving their behavior, educational performance, and social relationships.
15. Participate as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices.
16. Bilingual positions require the ability to speak, read, and write a designated language in addition to English.

Use of Computer Technology

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

Physical Demands

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

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

Work Environment

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

1. Noise level is generally moderate
2. Meetings conducted in public and private settings
3. Indoor in varying temperatures
4. While the majority of job duties may be completed in the remote office, the incumbent in this job classification may be directed to provide in person services, perform assessments, or attend field trips, meetings, trainings, or conferences in person as determined by the supervisor.

Hazards

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

Employee Acknowledgement

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

_____	_____	_____
Employee Signature	Printed Name	Date

Coversheet

Consent - Policy Development

Section: VII. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material:
BUS CPCS Consent Policy Development 8.11.26.pdf
1010 - CPCS Civility Policy.pdf
1010 - CPCS Civility Policy_redline_08.11.26.pdf
1025 - CPCS Uniform Complaint Policy and Complaint Form.pdf
1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy.pdf
1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy_redline_08.11.26.pdf
1035 - CPCS Access to Public Records Policy.pdf
1035 - CPCS Access to Public Records Policy_redline_08.11.26.pdf
5050 - CPCS Academic Integrity Policy.pdf
5050 - CPCS Academic Integrity Policy_redline_08.11.26.pdf
6005 - CPCS Parent and Family Engagement Policy.pdf
6010 - CPCS Independent Study Policy.pdf
6010 - CPCS Independent Study Policy_redline_08.11.26.pdf
6015 - CPCS Comprehensive Sexual Health Education Policy.pdf
6015 - CPCS Comprehensive Sexual Health Education Policy_redline_08.11.26.pdf
6020 - CPCS Education for Homeless Children and Youth Policy.pdf
6025 - CPCS Section 504 Policy.pdf
6025 - CPCS Section 504 Policy_redline_08.11.26.pdf
6030 - CPCS Education for Foster and Mobile Youth Policy.pdf
6035 - CPCS Math Placement Policy.pdf
6040 - CPCS Local Assessment Policy.pdf
6040 - CPCS Local Assessment Policy_redline_08.11.26.pdf
6050 - CPCS Virtual Proctoring Policy.pdf
6050 - CPCS Virtual Proctoring Policy_redline_08.11.26.pdf
6055 - CPCS Adequate Progress Policy.pdf
6055 - CPCS Adequate Progress Policy_redline_08.11.26.pdf
6060 - CPCS Special Education Assessment Request Policy.pdf
6060 - CPCS Special Education Assessment Request Policy_redline_08.11.26.pdf
6070 - CPCS Special Education Independent Educational Evaluation Policy.pdf
6070 - CPCS Special Education Independent Educational Evaluation Policy_redline_08.11.26.pdf
6075 - CPCS Special Education Certificate of Completion Policy.pdf
6075 - CPCS Special Education Certificate of Completion Policy_redline_08.11.26.pdf
6095 - CPCS Repeated Courses Policy.pdf
6095 - CPCS Repeated Courses Policy_redline_08.11.26.pdf
6115 - CPCS Attendance Policy.pdf
6115 - CPCS Attendance Policy_redline_08.11.26.pdf
6125 - CPCS TK-12th Grade Report Card Policy.pdf
6125 - CPCS TK-12th Grade Report Card Policy_redline_08.11.26.pdf
6210 - CPCS Graduation Policy.pdf
6210 - CPCS Graduation Policy_redline_08.11.26.pdf
9100 - CPCS Organization.pdf
9100 - CPCS Organization_redline_08.11.26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 11.D **Date:** August 11, 2026

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	Policy Development
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:** _____

Item: Approval of existing board policies reviewed and revised by staff for the 2026-27 School Year.

Background: It is recommended that the board approve the following policy, as presented, to ensure adherence to State and Federal laws that recently took effect.

REVIEWED

The following policies were reviewed for accuracy, consistency, and alignment with current practices. No revisions were necessary at this time.

1000 Series - Community Relations

1025 - CPCS Uniform Complaint Procedures Policy

6000 Series - Instruction

6005 - CPCS Parent and Family Engagement Policy
6020 - CPCS Education for Homeless Youth
6030 - CPCS Foster and Mobile Youth Policy
6035 - CPCS Math Placement Policy

REVISED

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

1000 Series - Community Relations

1010 - CPCS Civility Policy

- Clarifies that disagreement or discussion of a controversial viewpoint is not uncivil when it is presented appropriately and respectfully and does not disrupt a school-related activity.
- Grammar and punctuation corrections

1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy

- Formatting and technical cleanup

1035 - CPCS Access to Public Records Policy

- Clarifies that employees may be asked to search personal devices or accounts for disclosable public records, rather than all responsive records
- Clarifies the costs associated with constructing an electronic record
- Makes technical terminology and inspection-language revisions.

5000 Series - Student Services

5050 - CPCS Academic Integrity Policy

- Removing expulsion as a consequence
- Adding AI language
- Adding grade-appropriate language and consequences
- Expands the policy to address artificial intelligence, technology misuse, assessment misconduct, and excessive assistance from parents, guardians, or learning coaches.
- Makes the third-incident course-grade reduction discretionary rather than automatic and adds assessment-specific consequences, special education and Section 504 coordination, potential disclosure of disciplinary records as permitted by law, and a grievance and review process.

6000 Series - Instruction

6010 - CPCS Independent Study Policy

- Minor spelling or grammar errors corrected
- Adds language to clarify that reegagement strategies will be employed for students who miss 50% or more of scheduled synchronous instruction opportunities in a month, as applicable by grade span.
- Adds language to address amendments to the independent study written agreement during the term of agreement. This includes the addition of a written notification be provided for any material changes of the agreement to all individuals who signed the original agreement, and thus shall not require the execution of a new agreement nor an addendum to the agreement. Examples of material changes are provided such as a change in the supervising teacher, a change to course(s) or a change of grade level.

6015 - CPCS Comprehensive Sexual Health Education

- grammar/punctuations adjustments
- Adds statutory citations regarding instruction on California’s infant safe-surrender law
- Grammar and punctuation corrections

6025 - CPCS 504 Policy

- Add reference to Ed Code
- Added 1 sentence about legal requirements for the least restrictive environment
- Expands the examples of major life activities and major bodily functions
- Clarifies the requirement to educate students with nondisabled peers to the maximum extent appropriate.

6040 - CPCS Local Assessment Policy

- Revises the description of Renaissance STAR results from projecting CAASPP performance to providing information about readiness for statewide assessments
- Clarifies the exclusion of students taking the California Alternate Assessments from participation requirements
- Clarifies K–2 reading-screener reporting, non-diagnostic use, opt-out rights, and exemption procedures.
- accounted for technology interruptions and added that we encourage students to test in an environment free from distractions
- Grammar and flow

6050 - CPCS Virtual Proctoring Policy

- accounted for technology interruptions and added that we encourage students to test in an environment free from distractions
- Adj to secure browser proctoring for local assessments
- Adds definitions and privacy protections for school-supplied technology
- Permits other designated, trained staff members to serve as proctors
- Revises the grade levels subject to proctoring, including changing final-exam proctoring from grades 6–12 to grades 9–12.
- Adds procedures for technology interruptions, reasonable accommodations, IEP and Section 504 supports, administrative updates, and referrals of suspected academic dishonesty.

6055 - CPCS Adequate Progress Policy

- Language adjusted to align policy to steps in the process, rather than to specific learning periods or semesters.
- Adds clarification for students who are placed on academic probation a second time. The inadequate progress policy steps will not start over from the beginning, rather, an evaluation may be conducted to determine if it is in a student's best interest to remain in independent study.
- An end of document check list was removed due to redundancy.

6060 - CPCS SPED Formal Assessment Request

- Change of titles
- Minor legal language coming in line with recent legal changes
- Rewrites the transfer-student exception to the assessment timeline to clarify that CPCS will make reasonable efforts to complete an evaluation promptly and will agree with the parent or

guardian on a completion timeline.

6070 - CPCS SPED Independent Educational Evaluation Policy

- Come in line with SELPA and adjust our fees
- Clarifies how an IEE request may be withdrawn when a parent agrees to a new CPCS evaluation
- Adds prior-written-notice, evaluator-selection, contracting, release, payment, report, protocol, and invoice procedures; and updates evaluator qualifications and maximum-cost criteria.
- Clarifies that a qualifying IEE must be considered, but does not control CPCS's eligibility, program, or placement decisions.

6075 - CPCS SPED Certificate of Completion

- Minor adjustment, including mentioning the new alternate diploma
- Updates the Alternative Diploma Pathway's legislative history through SB 153
- Changes the use of the CDE decision worksheet or other tools from mandatory to discretionary
- Adds future personal finance course requirements
- Adds HiSET references to the discussion of certificate limitations and federal student-aid eligibility.

6095 - CPCS Policy on Repeating Courses

- Minor adjustments
- Coming into alignment with the new student handbook
- Clarifies that when a student repeats a course after earning a D or F, the previous lower grade is excluded from the GPA, and the associated credits are reduced to zero and excluded from graduation totals.
- Changes the response to failing the "A" portion of specified yearlong courses from an automatic course switch or retake to a discretionary action.

6115 - CPCS Attendance and Involuntary Removal Policy

- Adds a detailed tiered reengagement process for repeated attendance violations.
- Establishes progressive steps for: truancy notifications, attendance contracts, required meetings with the homeroom teacher and school administration, referral to the Student Attendance Review Board (SARB), and removal of possible involuntary removal from the independent study program
- Clarifies that additional steps or meetings may be held for students with a Section 504 Plan or IEP.
- Makes minor wording, terminology, and formatting updates.

6125 - CPCS TK - 8 Grade Report Card Policy

- clarified use of "I" for incomplete and removed some date-specific language
- Removal of homeschool reference and clarity of TK-2 categories
- Adds a purpose statement
- Clarifies that Honors and AP courses receive GPA weighting consistent with current UC/CSU-approved practices

- Limits retroactive grade changes to calculation or entry errors and completion of approved Incomplete coursework, defines when an Incomplete may be issued, and streamlines the one-year deadline for requesting grade corrections.

6210 - CPCS Graduation Policy

- Minor adjustments
- Adds introductory language explaining the policy's purpose and recognition of alternative graduation pathways
- Clarifies continued FAPE eligibility for students receiving an alternative diploma
- Updates to HiSET equivalency, eligibility, fee waiver, and student notification language.
- Changes clarify wording on diploma withholding, graduation participation, and ceremonial attire.

9000 Series - Board Policies and Procedures

9100 - CPCS Organization

- Permits the Board Chair to serve additional terms beyond the three-year limit with the consent of the Board members.
- Makes a minor wording clarification identifying the candidate appointed by the Board as the "selected" candidate.

Fiscal Impact: None

COMMUNITY RELATIONS 1010-CPCS

CIVILITY POLICY

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

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

Examples of uncivil conduct may include, but are not limited to:

1) using an inappropriately loud voice;
2) using profane, vulgar, or obscene words or gestures;
3) belittling, jeering, or taunting;
4) using personal epithets;
5) using violent or aggressive gestures or body language;
6) repeatedly and inappropriately interrupting another speaker;
7) repeatedly demanding personal attention at inappropriate times;
8) purposefully and inappropriately invading personal space;
9) purposefully ignoring appropriate communications;
10) wrongfully interfering with another person's freedom of movement;
11) wrongfully invading another person's private possessions; or
12) any other behavior that inappropriately disrupts school-related activities.

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

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil, and uncivil behavior must cease immediately.

2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.

3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.

4. **Consequence**- If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include student suspension or expulsion, parent/guardian removal from school events and activities, and/or may result in staff discipline, possibly leading up to and resulting in termination.

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UNIFORM COMPLAINT POLICY

It is the policy of California Pacific Charter Schools ("CPCS" or "School") to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any School program or activity.

2. Complaints alleging a violation of state or federal law or regulations governing the following programs:
   a. Accommodations for Pregnant, Parenting or Lactating Students;
   b. Adult Education;
   c. Career Technical and Technical Education;
   d. Career Technical and Technical Training;
   e. Child Care and Development Programs;
   f. Consolidated Categorical Aid;
   g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   h. Every Student Succeeds Act;
   i. Migrant Education Programs;
   j. Regional Occupational Centers and Programs; and/or
   k. School Safety Plans.

3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees

or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If the School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

UNIFORM COMPLAINT POLICY

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential; however, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Director of Human Resources or designee on a case-by-case basis. The School shall ensure that complainants are protected from retaliation.

Compliance Officer(s)

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the School's compliance with law:

Corrie Amador
Director of Human Resources
940 South Coast Drive, Suite 185
Costa Mesa, CA 92626

The Superintendent, or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent, or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the Board of Directors.

Notifications

The Superintendent or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the School's website.

The School shall annually provide written notification of the School's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than

UNIFORM COMPLAINT POLICY

English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

(a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
(b) A statement clearly identifying any California State preschool programs that the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the School is operating pursuant to Title 22 licensing requirements.
(c) A statement that the School is primarily responsible for compliance with federal and state laws and regulations.
(d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
(e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
(f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
(g) A statement that the complainant has a right to appeal the School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
(h) A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
(i) A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
(j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
(k) A statement that copies of the School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above The compliance

officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be 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 unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Human Resources or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Human Resources or designee shall be made in writing. The period for filing may be extended by the Director of Human Resources or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Human Resources Manager shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School Board of Directors approved the LCAP or the annual update was adopted by the School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

The School shall issue an investigation report (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the School's receipt unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether the School is in compliance with the relevant law.

3. Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal the School's Decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements..

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the School's Decision are not supported by substantial evidence.

4. The legal conclusion in the School's Decision is inconsistent with the law.

5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the School's Decision, the Director of Human Resources or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the

UNIFORM COMPLAINT POLICY

CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint..

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of alleged violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Immigration Status/Citizenship
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Nationality/ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

UNIFORM COMPLAINT POLICY

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

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UNIFORM COMPLAINT POLICY

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Corrie Amador
Director of Human Resources
940 South Coast Drive, Suite 185
Costa Mesa, CA 92626

SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE) POLICY

The health and safety of all students, teachers, staff, and the school community are of primary importance. The Board of Directors of California Pacific Charter Schools has broad authority to take all measures necessary to ensure the safe operation of schools, including, but not limited to, implementing safety measures, distance learning, and eliminating technological disparities.

California Pacific Charter Schools ("CPCS") recognizes that the safe operation of schools must take into consideration health and safety measures provided by national, state, and local health officials, and will be largely dependent on local public health conditions. Decisions concerning school closure, whether full or partial, shall be made in consultation with local health officials and in accordance with state guidelines.Schools shall take protective measures to limit sources of infectious diseases and exposure in accordance with public guidelines.

Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH) and other local and state school guidelines. Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies and laws. Upon request, students shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

Students and staff who exhibit signs or symptoms of infectious disease shall self-quarantine for the prescribed number of days determined by health officials and are further prevented from participating in any in-person activity or meeting until it is medically safe for them to return. Students who are unable to meet with staff as a result of infectious disease shall continue to receive instruction and support remotely.

Annual notification shall be provided to parents advising them of health and safety requirements for students to return to in-person activities. Parents, teachers, and staff shall receive training and information on infectious disease and preventative practices.

It is the policy of the Board of Directors of California Pacific Charter Schools that all teachers and staff shall be responsible for ensuring adherence to the policies of the School for the safe operation consistent with all laws, regulations, and policies.

Website Resources:
California Department of Public Health: https://covid19.ca.gov/pdf/guidance-schools.pdf
California Department of Education: cde.ca.gov
California Department of Industrial Relations: dir.ca.gov

COMMUNITY RELATIONS 1030-CPCS

SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE) POLICY

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~~For schools to safely operate and allow students, teachers, and staff to convene in-person services, protective measures must be taken and all staff and offices shall be required to follow recommended sanitation protocols in accordance with published guidelines.~~ Schools shall take protective measures to limit sources of infectious diseases and exposure in accordance with public guidelines.

Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH) and other local and state school guidelines. Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies and laws. Upon request, students shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

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Website Resources:
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California Department of Education: cde.ca.gov
California Department of Industrial Relations: dir.ca.gov

ACCESS TO PUBLIC RECORDS POLICY

The California Pacific Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person with reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of the Superintendent. The Superintendent or designee may then determine the most appropriate employee of California Pacific Charter Schools ("CPCS") to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requester will be asked to reduce the request to writing so there is a written record of the records being requested. If the requester chooses not to reduce the request to writing, the Superintendent or designee shall reduce the request to writing and confirm the request with the requester. The request for public records must clearly identify the records requested, along with the name and mailing address of the requester.

California Pacific Charter Schools shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If the Superintendent or designee is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), this requirement will be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

ACCESS TO PUBLIC RECORDS POLICY

Provisions of the California Public Records Act (Government Code Section 6250 *et seq*.) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

CPCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at $.10 per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

When a request requires data compilation, extraction, or programming to produce the record, the Requestor shall bear the cost of producing a copy of the record, including the cost of constructing the record and the cost of programming and computer services.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Superintendent's Office.

In response to a request for public records sent or received on an employee's personal devices or accounts, CPCS shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. CPCS's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of CPCS may be asked to search for and disclose all responsive public records maintained on their personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the possession of CPCS, shall promptly inform the person making the request of CPCS's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the Superintendent may extend the 10-day time period for an additional 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

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ACCESS TO PUBLIC RECORDS POLICY

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of CPCS having substantial subject matter interest therein;

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, at a mutually agreeable time during normal business hours, to the public records of California Pacific Charter Schools in accordance with state law. However, if records are not readily available or if portions of the records to be inspected must be redacted to protect exempt material, then California Pacific Charter Schools must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

In accordance with State law, time limits for responding to requests under this policy may be extended under unusual circumstances, such as during a state of emergency when the emergency affects the ability to timely respond to requests due to staffing shortages, closures of facilities, or loss of file/record access through internet or system closures, or other related emergencies as declared by the Governor.

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COMMUNITY RELATIONS **1035-CPCS**

ACCESS TO PUBLIC RECORDS POLICY

The California Pacific Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person with reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

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2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

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ACCESS TO PUBLIC RECORDS POLICY

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of CPCS having substantial subject matter interest therein;

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In accordance with State law, time limits for responding to requests under this policy may be extended under unusual circumstances, such as during a state of emergency when the emergency affects the ability to timely respond to requests due to staffing shortages, closures of facilities, or loss of file/record access through internet or system closures, or other related emergencies as declared by the Governor.

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STUDENT SERVICES 5050-CPCS

ACADEMIC INTEGRITY POLICY

California Pacific Charter Schools and its programs (hereinafter, collectively "CPCS" or the "Charter Schools") consider 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 the consequences
- Intentional or unintentional misuse of technology, including artificial intelligence (AI)

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.

ACADEMIC INTEGRITY POLICY

Examples of Academic Dishonesty

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

1. 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).
    - Using unauthorized resources or materials on assessments.
    - Soliciting and receiving answers from another student, parent, guardian, or other individual to complete assessment or assignment questions.
    - Having someone else, including a parent, guardian, sibling, friend, or learning coach, complete your assignment or assessment.
    - Submitting an assignment that was completed by an artificial intelligence (AI) generator, which does not contain student original work.
    - 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.
    - Not following procedures required for virtual proctoring.
2. Plagiarism of any kind, including self-plagiarism. **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. CPCS uses plagiarism-review software to verify the authenticity of student work.
    - Definitions of Plagiarism
        - 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.
        - 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.
        - Something used and represented in this manner.
    - Examples of Plagiarism**:** Examples of plagiarism include, but are not limited to:
        - Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source.

- Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source.
- Imitating someone else's structure or argument without acknowledging the source.
- Using more of a source than you acknowledged in your citation.
- Submitting an assignment that was partially or wholly completed by another person.
- Copying a fellow student's work, paper, and/or essays and turning it in as your own.
- Copying another student's computer file and submitting the work as your own, or allowing such to happen.
- 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.
- Submitting and/or recycling an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.
- Buying an essay, paper, or written work online without acknowledging the source.
- Using teacher manuals or answer keys.
- Falsifying or fabricating data or other information. Examples include, but are not limited to:
  - Manipulating program coding
  - 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.
- Allowing and providing access to someone, including a parent, guardian, or learning coach, to impersonate you so that they can complete work for you through any of your student accounts.
- Agreeing to impersonate another student and log in 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.

ACADEMIC INTEGRITY POLICY

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.

CONSEQUENCES AND DISCIPLINARY ACTIONS OF ACADEMIC DISHONESTY

All suspected incidents of academic dishonesty will be investigated. The school has full discretion to determine the authenticity of all student work, including requiring students to complete work under observation with school staff, using plagiarism and AI screeners to check work authenticity, and monitoring student actions, sites visited, etc, using school device monitoring software. Teachers who 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.

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).

Parent, Guardian, or Learning Coach Support Reminder

While parents, guardians, and learning coaches are encouraged to support students by clarifying directions, guiding them through assignment steps, and uploading assignments, students are expected to complete all work independently and at their ability level. Providing excessive helpsuch as giving answers, writing responses, or completing assignments or assessments on the student's behalfis a violation of this Academic Integrity Policy. The school must be able to assess what students know and can do on their own to accurately evaluate student work and progress towards meeting grade-level standards.

Student assignments or assessments determined to be overly supported or completed by someone other than the student may result in the work being rejected, a failing grade issued, the student being required to redo the assignment or assessment with a teacher to verify their own

understanding and skills, and any of the other consequences outlined under the "Process for Addressing Incidents of Plagiarism and Academic Integrity" below.

Observation and Investigation Process

If academic dishonesty or plagiarism is suspected, CPCS reserves the right to implement any or all of the following measures to ensure the integrity of the student's academic work and support the investigation process:

1. Virtual Face-to-Face Observation:
   Require the student to attend a virtual meeting with webcam on with CPCS staff to directly observe the student complete school assignments or assessments. Student will need to share their screen and have their upper body fully visible. Sessions may be recorded for documentation purposes.

2. Virtual Device Monitoring and Observation:
   Require the student to use their school-issued monitored device to complete all assignments and assessments, and conduct individual virtual monitoring of the student's activities through GoGuardian, screen sharing, or similar technology platforms, as deemed appropriate. In accordance with the school's acceptable use policy, CalPac issued devices have monitoring programming necessary to limit, direct, monitor, view, capture, and record student actions and device locations by school staff at any time

3. In-Person Verification:
   Require the student and parent/guardian to attend an in-person meeting with CPCS staff at a designated neutral site for the purpose of directly observing the student complete school assignments or assessments.

These measures are intended to uphold academic standards and protect the value of each student's educational program.

Process for Addressing Incidents of Academic Dishonesty and Plagiarism

Teachers are expected to review academic integrity expectations with students in advance of assignments and assessments to proactively help students avoid academic dishonesty. It is the teacher's responsibility to monitor and review student work for academic dishonesty. In advance of any formal action, the teacher is expected to confirm with documented evidence whether the student plagiarized or has been academically dishonest.

ACADEMIC INTEGRITY POLICY

First Incident

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

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty. 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.
2. The teacher will notify the student and parent/guardian of the suspected academic dishonesty and schedule a parent-teacher conference. A conference must be held before the student may be permitted to redo the assignment.
3. The student will be required to redo the assignment within the allotted time frame and may receive a reduction in the final grade of that assignment depending on the program or grade level of the student. If the student does not redo the assignment, the student will receive an F/zero.
4. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.

Second Incident

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

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator, student, and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the seriousness and consequences and to provide additional support. A conference must be held before the student may be permitted to redo the assignment.
4. The student may be permitted to redo the assignment within the allotted time frame or may receive a reduction in the grade, up to a score of 0, on that assignment depending on the program or grade level of the student. If the student is permitted to redo the assignment and does not redo the assignment, the student will receive an F/zero.
5. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.

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Third Incident

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

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator. The site administrator will notify the student and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the consequences of the third incident.
4. The student will receive an F/zero for the assignment with no opportunity to redo the assignment.
5. The student may receive a reduction of one letter grade for the entire course depending on the program or grade level of the student, regardless of which courses the first two offenses occurred.
6. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.

Fourth Incident

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

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator. The site administrator will notify the student and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the consequences of the third incident.
4. The student will receive an F/zero for the assignment with no opportunity to redo the assignment.
5. The student will receive an F/zero for the entire course, regardless of which courses the first three offenses occurred.
6. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.

7. 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.
8. 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.
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

If a student is suspected of academic dishonesty or receiving inappropriate support a second time on an assessment:

ACADEMIC INTEGRITY POLICY

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.

ACADEMIC INTEGRITY POLICY

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:

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.

STUDENT SERVICES 5050-CPCS

ACADEMIC INTEGRITY POLICY

California Pacific Charter Schools and its programs (hereinafter, collectively "CPCS" or the "Charter Schools") consider 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 the consequences
- Intentional or unintentional misuse of technology, including artificial intelligence (AI)

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:

ACADEMIC INTEGRITY POLICY

- 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).
  - Using unauthorized resources or materials on assessments.
  - Soliciting and receiving answers from another student, parent, guardian, or other individual to complete assessment or assignment questions.
  - Having someone else, including a parent, guardian, sibling, friend, or learning coach, complete your assignment or assessment.
  - Submitting an assignment that was completed by an artificial intelligence (AI) generator, which does not contain student original work.
  - 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.
  - Not following procedures required for virtual proctoring.
- Plagiarism of any kind, including self-plagiarism. ~~See below for specific examples of self-plagiarism.~~¶

¶

- **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.
  - CPCS uses plagiarism-review software to verify the authenticity of student work.
  - Definitions of Plagiarism
    - 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.
    - 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.
    - 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 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

- Falsifying or fabricating data or other information. Examples include, but are not limited to:
  - Manipulating program coding
  - 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
  - Allowing and providing access to someone, including a parent, guardian, or learning coach, to impersonate you so that they can complete work for you through any of your student accounts.
  - Agreeing to impersonate another student and log in 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.

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.

CONSEQUENCES AND DISCIPLINARY ACTIONS OF ACADEMIC DISHONESTY

All suspected incidents of academic dishonesty will be investigated. The school has full discretion to determine the authenticity of all student work, including requiring students to complete work under observation with school staff, using plagiarism and AI screeners to check work authenticity, and monitoring student actions, sites visited, etc, using school device monitoring software. Teachers who 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.

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.~~ ¶

Parent, Guardian, or Learning Coach Support Reminder

While parents, guardians, and learning coaches are encouraged to support students by clarifying directions, guiding them through assignment steps, and uploading assignments, students are expected to complete all work independently and at their ability level. Providing excessive help—such as giving answers, writing responses, or completing assignments or assessments on the student's behalf—is a violation of this Academic Integrity Policy. The school must be able to

assess what students know and can do on their own to accurately evaluate student work and progress towards meeting grade-level standards.

Student assignments or assessments determined to be overly supported or completed by someone other than the student may result in the work being rejected, a failing grade issued, the student being required to redo the assignment or assessment with a teacher to verify their own understanding and skills, and any of the other consequences outlined under the "Process for Addressing Incidents of Plagiarism and Academic Integrity" below.

Observation and Investigation Process

If academic dishonesty or plagiarism is suspected, CPCS reserves the right to implement any or all - of the following measures to ensure the integrity of the student's academic work and support the investigation process:

1. Virtual Face-to-Face Observation:
   Require the student to attend a virtual meeting with webcam on with CPCS staff to directly observe the student complete school assignments or assessments. Student will need to share their screen and have their upper body fully visible. Sessions may be recorded for documentation purposes.

2. Virtual Device Monitoring and Observation:
   Require the student to use their school-issued monitored device to complete all assignments and assessments, and conduct individual virtual monitoring of the student's activities through GoGuardian, screen sharing, or similar technology platforms, as deemed appropriate. In accordance with the school's acceptable use policy, CalPac issued devices have monitoring programming necessary to limit, direct, monitor, view, capture, and record student actions and device locations by school staff at any time

3. In-Person Verification:
   Require the student and parent/guardian to attend an in-person meeting with CPCS staff at a designated neutral site for the purpose of directly observing the student complete school assignments or assessments.

These measures are intended to uphold academic standards and protect the value of each student's educational program. ~~Refusal by the parent/guardian or student to attend the verification session(s) may lead to involuntary withdrawal.~~

ACADEMIC INTEGRITY POLICY

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. ¶

¶

CPCS uses plagiarism-review software to verify the authenticity of student work.¶

¶

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:¶

12. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source¶
13. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source¶
14. Imitating someone else's structure or argument without acknowledging the source¶
15. Using more of a source than you acknowledged in your citation¶
16. Submitting an assignment that was partially or wholly completed by another person.¶
17. Copying a fellow student's work, paper, and/or essays and turning it in as your own¶
18. Copying another student's computer file and submitting the work as your own, or allowing such to happen¶
19. 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.¶

~~20. Submitting and/or recycling an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.¶~~

~~21. Buying an essay, paper, or written work online without acknowledging the source¶~~

~~22. 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 Academic Dishonesty and Plagiarism:

Teachers are expected to review academic integrity expectations with students in advance of assignments and assessments to proactively help students avoid academic dishonesty. It is the teacher's responsibility to monitor and review student work for academic dishonesty. In advance of any formal action, the teacher is expected to confirm with documented evidence whether the student plagiarized or has been academically dishonest.

First Incident

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

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty~~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.

2. The teacher will notify the student and parent/guardian of the suspected academic dishonesty and schedule a parent-teacher conference. A conference must be held before the student may be permitted to redo the assignment.

¶

~~3.~~ The student will be required to redo the assignment within the allotted time frame and may receive a reduction in the final grade of that assignment depending on the program or grade level of the student. If the student does not redo the assignment, the student will receive an F/zero.

4. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.
5. ~~The student will be required to redo the assignment within the allotted time frame and may require additional proctoring or monitoringreceive 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 teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator, student, and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the seriousness and consequences and to provide additional support. A conference must be held before the student may be permitted to redo the assignment.
4. The student may be permitted to redo the assignment within the allotted time frame or may receive a reduction in the grade, up to a score of 0, on that assignment depending on the program or grade level of the student. If the student is permitted to redo the assignment and does not redo the assignment, the student will receive an F/zero.
5. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.
6. ~~The student will receive an F/zero for the assignment with no opportunity to redo the assignment.~~
7. ~~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:

1. The teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator. The site administrator will notify the student and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the consequences of the third incident.
4. The student will receive an F/zero for the assignment with no opportunity to redo the assignment.~~The student receives F/zero on the assignment.~~
5. The student may ~~will~~ receive a reduction of one letter grade for the entire course depending on the program or grade level of the student, regardless of which courses the first two offenses occurred.
6. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.~~being assigned. ¶~~
7. ~~Conference call with teacher, parent, and school administrator. ¶~~
8. ~~The studentStudentThe student may be subject to additional 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 teacher will confirm whether the student has plagiarized or engaged in academic dishonesty.
2. The teacher will notify the site administrator. The site administrator will notify the student and parent/guardian of the suspected academic dishonesty.
3. A conference with the teacher, parent, and school administrator will be scheduled to explain the consequences of the third incident.
4. The student will receive an F/zero for the assignment with no opportunity to redo the assignment.~~The student receives F/zero on the assignment.~~

5. The student will receive an F/zero for the entire course, regardless of which courses the first three offenses occurred.
6. Additional disciplinary actions may be taken, including but not limited to requiring proctoring of future assignments and completion of digital citizenship lessons.
7. ~~Conference call with teacher, parent, and school administrator. ¶~~
8. 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.
9. 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.
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

ACADEMIC INTEGRITY POLICY

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
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..

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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.

PARENT AND FAMILY ENGAGEMENT POLICY

California Pacific Charter Schools ("CPCS" or the "Charter School") has developed a written Parent and Family Engagement Policy ("Policy") with input from Title I parents and families. CPCS has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

CPCS Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, CPCS has established the following practices:

1. CPCS involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    a. Community meetings
    b. School Site Council
    c. Education partner surveys
2. CPCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    a. Parent trainings and webinars
    b. School-Parent/Guardian Compact
    c. Local Control Accountability Plan
3. CPCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    a. ELAC
    b. Title 1, Part A
    c. Local Control Accountability Plan
4. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    a. Education partner surveys

b. Local Control Accountability Plan engagement

c. Revisiting the parent and family engagement policy annually

5. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    a. ELAC
    b. Local Control Accountability Plan engagement
    c. School Site Council
    d. Education partner Surveys
6. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    a. Parent trainings and webinars
    b. Education partner surveys
    c. ELAC
    d. School Site Council
    e. Local Control Accountability Plan engagement
7. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    a. Education partner surveys
    b. ELAC
    c. School Site Council
    d. Local Control Accountability Plan engagement
8. CPCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

a. Leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
    i. Education partner surveys
    ii. ELAC
    iii. School Site Council
    iv. Local Control Accountability Plan engagement

9. CPCS involves parents in the activities of the Charter School to adequately represent the needs of the population.
    a. School Site Council
    b. ELAC

Involvement of Parents in the Title I Program

To involve parents in the Title I program at CPCS, the following practices have been established:

1. CPCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    a. Title I information is covered in Master Agreement meetings, which are required for all new and returning students.
2. CPCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    a. Master Agreement meetings are scheduled at times that are mutually agreed upon between the school and parent, which may include morning and evening meetings.
3. CPCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
    a. This is completed through the following:
        i. Education partner surveys
        ii. School Site Council
        iii. Local Control Accountability Plan engagement
        iv. Parent trainings and webinars
4. CPCS provides parents of Title I students with timely information about Title I programs.

a. Parent/Student Handbook

b. Parent trainings and webinars

5. CPCS provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    a. Parent/Student Handbook
    b. California Pacific Charter School website
    c. Parent trainings and webinars
    d. Direct communication via email to parents of Title I students
    e. Individual conferences between parents and staff
6. If requested by parents of Title I students, CPCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
    a. Meeting will be held virtually with email invitations being sent out to all parents of Title I eligible students.
    b. Local Control Accountability Program education partner information meeting
    c. School Site Council

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If CPCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

CPCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. CPCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.

2. The ways parents will be responsible for supporting their children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's education; and regular communication between family members and school staff,

The Charter School developed the Compact with Title I parent input and the Charter School distributes the Compact to Title I parents electronically. Title I School- Parent Compact

Building Capacity for Involvement

CPCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, CPCS has established the following practices.

1. CPCS provides Title I parents with assistance in understanding state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
    a. Parent/Student Handbook
    b. California Pacific Charter School website
    c. Parent trainings and webinars
    d. Weekly communication emails from the teacher.
    e. Virtual homeroom and progress report meetings with their homeroom teacher or learning period meetings with their teacher facilitator.
    f. California Pacific Charter School's MTSS program that provides support for students that are struggling academically
2. CPCS provides Title I parents with materials and training, as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    a. Parent trainings and webinars
    b. California Pacific Charter School website
    c. Direct communication via email to parents
3. With the assistance of Title I parents, CPCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents

as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.

   a. Staff professional development

   b. Staff participation in family and student outreach events

4. CPCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.

   a. Parent trainings and webinars

   b. School sponsored events, STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show

5. CPCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

   a. Meeting will be held virtually with email invitations being sent out to all parents of Title 1 eligible students.

   b. Digital format that can be translated with the use of technology

   c. Information is presented in a way that is understandable by parents

   d. Information is presented visually and verbally, as applicable.

6. CPCS provides support for parental involvement activities requested by Title I parents.

   a. Education partner surveys

   b. Title 1 information and feedback meeting

   c. School Site Council

Accessibility

CPCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

1. Digital format that can be translated with the use of technology.
2. Information is presented in a way that is understandable by parents
3. Information is presented visually and verbally, as applicable.

INSTRUCTION 6010-CPCS

INDEPENDENT STUDY POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "Charter Schools"), and offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade-level standards that is substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.
4. Regular attendance is critical to the success of all students. California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program.
5. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
    a. When any pupil fails to complete ten (10) graded assignments during any period of twenty (20) school days.
    b. In the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy and procedure, which considers ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study

program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

iii. Learning required concepts, as determined by the supervising teacher.

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

6. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:

   a. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of CPCS's approved instructional calendar; or

   b. Pupils found not participatory in synchronous instructional offerings pursuant to

   Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

   c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

a. Verification of current contact information for each enrolled pupil;

b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;

c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;

d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. ŧ

e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.

INDEPENDENT STUDY POLICY

7. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
    a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.
    b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: daily check-in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
    c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of recordshall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdrawal form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.
9. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
    a. The manner, time, frequency, and place for submitting a student's assignments, and for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress
    b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
    c. The specific resources, including materials and personnel, thatwill be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the

educational program and complete assigned work.

d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.

    i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

h. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil’s individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph

"caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

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

The Charter School shall comply with the Education Code Sections 51744 through 51749.3, and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Superintendent may establish regulations to implement these policies in accordance with the law.

Amendments to the Independent Study Written Agreement During Term of Agreement

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

- A "material change" may include but is not limited to the following:
- Change of course(s);
- Change of teacher or teachers of record;
- Change of certificated employee responsible for special education programming;
- Change of grade level;

Required Notification

Written notification shall be provided to:

INDEPENDENT STUDY POLICY

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

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

No Requirement for Re-Execution

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

Maintenance of Records

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

INSTRUCTION 6010-CPCS

INDEPENDENT STUDY POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "Charter Schools"), and offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade-level~~grade level~~ standards that is substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable~~credible~~ under the A-G admissions criteria.
3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.
4. Regular attendance is critical to the success of all students. California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program.
5. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
    a. When any pupil fails to complete ten (10) graded assignments during any period of twenty (20) school days.
    b. In the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy and procedure, which considers ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
iii. Learning required concepts, as determined by the supervising teacher.
iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

6. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:

   a. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of CPCS's ~~a local educational agency's~~ approved instructional calendar; or~~:~~

   b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

   c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747~~subdivision~~ (g).

These procedures shall include~~:~~ local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

   a. Verification of current contact information for each enrolled pupil;
   b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
   c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
   d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. ~~If~~
   e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.

7. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
   a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout

the school year by each pupil's teacher(s) of record shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.

b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: daily check-in~~check in~~ through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.

8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdrawal form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.
9. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
    a. The manner, time, frequency, and place for submitting a student's assignments, and for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
    b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
    c. The specific resources, including materials and personnel, that ~~which~~ will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments

allowed beforeprior to an evaluation of whether or not the student should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
    i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

h. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
    i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer-generatedcomputer generated or produced by electronic means

and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. ~~The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdrawalwithdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.~~

The Charter School shall comply with the Education Code Sections 51744 through 51749.3~~51745 through 51749.3~~, and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Superintendent may establish regulations to implement these policies in accordance with the law.

Amendments to the Independent Study Written Agreement During Term of Agreement

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

- A "material change" may include but is not limited to the following:
- Change of course(s);
- Change of teacher or teachers of record;
- Change of certificated employee responsible for special education programming;
- Change of grade level;

Required Notification

Written notification shall be provided to:

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

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

No Requirement for Re-Execution

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

Maintenance of Records

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

INSTRUCTION 6015-CPCS

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

This Policy of the California Pacific Charter Schools and its programs ("CalPac" or the "Charter School") has been adopted to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

1. to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and unintended pregnancy;
2. to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. to promote understanding of sexuality as a normal part of human development;
4. to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Definitions

1. **Age appropriate**: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. **Comprehensive sexual health education:** education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. **English learner:** a student who is "limited English proficient" as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. **HIV prevention education**: instruction on the nature of human immunodeficiency virus ("HIV") and acquired immunodeficiency syndrome ("AIDS"), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. **Instructors trained in the appropriate courses:** instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.

6. **Medically accurate:** verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

Instruction to Students

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the Charter School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a

normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
    a. Parenting, adoption, and abortion.
    b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
    c. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
    a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
    b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, the Charter School shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age-appropriate.
2. All factual information presented shall be medically accurate and objective.

3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
    a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
    b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student, as otherwise provided pursuant to applicable law.
    c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
    d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
    e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
    f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
    g. Encourage a student to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
    h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
    i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
    j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
    k. Not teach or promote religious doctrine.

In-Service Training

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

1. The Charter School shall cooperatively plan and conduct in-service training for all the Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
2. In developing and providing in-service training, the Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.
3. In-service training shall be conducted periodically to enable the Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for the Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
4. The Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for the Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

1. The Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for the Charter School personnel.
2. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

Parental Consent

The Charter School encourages students to communicate with their parents/guardians about human sexuality and HIV and to respect the rights of parents/guardians to supervise their student's education on these subjects. The Charter School intends to create a streamlined process to make it easier for parents/guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The Charter School recognizes that while parents/guardians overwhelmingly support medically accurate, comprehensive sex education, parents/guardians have the ultimate responsibility for imparting values regarding human sexuality to their student.

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

A parent/guardian of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, may be administered to any student in grades 7 to 12, inclusive. A parent/guardian has the right to excuse their student from the test, questionnaire, or survey through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Parents/guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the Charter School.

Annual Notice

At the beginning of each school year, or, for a student who enrolls in a school after the beginning of the school year, at the time of that student's enrollment, the Charter School shall notify the parent/guardian of each student about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the coming year. The notice shall do all of the following:

1. Advise the parent/guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
2. Advise the parent/guardian whether the comprehensive sexual health education or HIV prevention education will be taught by the Charter School personnel or by outside consultants. The Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of this Policy. If

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arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

3. Include information explaining the parent's/guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent/guardian that the parent/guardian has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to The Charter School.

For Pupils Who Opt Out

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent/guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents/guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

INSTRUCTION 6015-CPCS

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

This Policy of the California Pacific Charter Schools and its programs ("CalPac" or the "Charter School") has been adopted to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

1. to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and unintended pregnancy;
2. to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. to promote understanding of sexuality as a normal part of human development;
4. to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Definitions

1. **Age appropriate**: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. **Comprehensive sexual health education:** education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. **English learner:** a student who is "limited English proficient" as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. **HIV prevention education**: instruction on the nature of human immunodeficiency virus ("HIV") and acquired immunodeficiency syndrome ("AIDS"), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. **Instructors trained in the appropriate courses:** instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
6. **Medically accurate:** verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

Instruction to Students

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the Charter School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
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b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
c. The importance of prenatal care.

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    a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
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Further, the Charter School shall ensure that all instruction satisfies the following criteria:

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    a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
    b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided pursuant to applicable law.
    c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
    d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
    e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
    f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
    g. Encourage a student to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.

h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
k. Not teach or promote religious doctrine.

In-Service Training

1. The Charter School shall cooperatively plan and conduct in-service training for all the Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
2. In developing and providing in-service training, the Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.
3. In-service training shall be conducted periodically to enable the Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for the Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
4. The Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for the Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

1. The Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for the Charter School personnel.
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Parental Consent

The Charter School encourages students to communicate with their parents/guardians about human sexuality and HIV and to respect the rights of parents/guardians to supervise their

student's education on these subjects. The Charter School intends to create a streamlined process to make it easier for parents/guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The Charter School recognizes that while parents/guardians overwhelmingly support medically accurate, comprehensive sex education, parents/guardians have the ultimate responsibility for imparting values regarding human sexuality to their student.

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Annual Notice

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prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

3. Include information explaining the parent's/guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent/guardian that the parent/guardian has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to ~~the~~ The Charter School.

For Pupils Who Opt Out

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent/guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents/guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

The California Pacific Charter Schools ("CPCS" or the "Charter School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Are migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Yeni Sandoval
School Social Worker
949-404-4705
ysandoval@cal-pacs.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire completed annually for enrollment and re-enrollment.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
4. Parents/guardians are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents/guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents/guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/.

Enrollment

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

CPCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendentor designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

1. Transportation services

2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
3. Programs in vocational and technical education
4. Programs for gifted and talented students
5. Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary

educational institute, and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do all of the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements;

2. Inform the student and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution;

3. Provide information to the student about transfer opportunities available through the California Community Colleges; and

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is eighteen (18) years of age or older, or, with the educational rights holder for the student, if the student is younger than eighteen years of age

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Professional Development

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.

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- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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SECTION 504 POLICY

The Board of Directors of the California Pacific Charter Schools ("School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The School's Superintendent or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the School does not assess a student after a parent/guardian has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. School shall not

retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons

without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means:

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment

with an actual or expected duration of six (6) months or less.

B. Referral, Assessment, and Evaluation Procedures

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.

3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirement that the student be educated with nondisabled peers to the maximum extent appropriate.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

   i. Examine relevant records

   ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

   iii. Have the right to file a Uniform Complaint pursuant to school policy

   iv. Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Jocelin Jones
Guidance Counselor
(949) 308-7812
jjones@cal-pacs.org

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the districts or county offices of education which authorize California Pacific Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   a. The specific decision or action with which the parent/guardian disagrees.

   b. The changes to the 504 Plan the parent/guardian seeks.

   c. Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

   a. Mediation by a neutral third party.

   b. Review of the 504 Plan by the School Superintendent or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.

8. The parent/guardian and the School shall be afforded the rights to:

   a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.

   b. Present written and oral evidence.

   c. Question and cross-examine witnesses.

   d. Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.

11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion Special Procedures for Students with Disabilities

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

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

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

   If School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

   If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the student.

c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Special Education or to other School

supervisory personnel.

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

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

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

PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION, AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your student receive special education and related services if they are found to be eligible under the IDEA. Section 504 and IDEA are separate laws with different eligibility standards. If your student is found eligible under IDEA, you will receive a separate set of rights under that law.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records, consistent with California Education Code §49065
11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Superintendent for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from the School for exercising any of these rights.

SECTION 504 POLICY

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SECTION 504 POLICY

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If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

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5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the

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individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

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7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means:

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment

with an actual or expected duration of six (6) months or less.

B. Referral, Assessment, and Evaluation Procedures

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.

3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirement that the student be educated with nondisabled peers to the maximum extent appropriate.~~the legal requirements for least restrictive environment~~

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the

student:

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

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as

described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program

and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

i. Examine relevant records

ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

iii. Have the right to file a Uniform Complaint pursuant to school policy

iv. Seek review in federal court if the parents/guardians disagree with the

hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Jocelin Jones
   Guidance Counselor
   (949) 308-7812
   jjones@cal-pacs.org

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the districts or county offices of education which authorize California Pacific Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   a. The specific decision or action with which the parent/guardian disagrees.

   b. The changes to the 504 Plan the parent/guardian seeks.

   c. Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

   a. Mediation by a neutral third party.

b. Review of the 504 Plan by the School Superintendent or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.

8. The parent/guardian and the School shall be afforded the rights to:

   a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.

   b. Present written and oral evidence.

   c. Question and cross-examine witnesses.

   d. Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.

11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion Special Procedures for Students with Disabilities

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same

grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

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

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

   If School, the parent/guardian, and relevant members of the 504 Team determine

that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant

to the IDEA~~IDEIA 2004~~ and who has violated School ~~'~~s disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the student.

c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Special Education or to other School supervisory personnel.

If School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA~~IDEIA 2004~~-eligible student with disabilities, including the right to stay-put.

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

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

~~C.~~ PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION, AND PLACEMENT

SECTION 504 POLICY

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2. Have School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.

4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.

5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your student receive special education and related services if they are found to be eligible under the ~~(~~IDEA~~IDEIA 2004~~). Section 504 and IDEA are separate laws with different eligibility standards. If your student is found eligible under IDEA, you will receive a separate set of rights under that law.

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.

9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would

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effectively deny you access to the records, consistent with California Education Code §49065.

11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.

12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Superintendent for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from the School for exercising any of these rights.

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

California Pacific Charter Schools ("CPCS" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

1. **Foster youth:** Foster youth means

   a. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").

   b. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).

   c. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.

   d. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:

   e. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.

   f. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.

   g. The nonminor is participating in a transitional independent living case plan.

   h. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]

   i. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

2. **Former juvenile court school pupil**: means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

3. **Child of a military family***:* refers to a student who resides in the household of an active duty military member.

4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

5. **Educational Rights Holder ("ERH"):** means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

8. **Newcomer pupil***: Newcomer pupil is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the*

District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.[2]

[2] A "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024, is entitled to the rights of a "newcomer pupil." The Charter School may also, in its discretion, further extend the rights in Education Code Sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023.

9. **Partial coursework satisfactorily completed:** This includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Yeni Sandoval
Social Worker
(949) 404-4705
ysandoval@cal-pacs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or money owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new

school's request, regardless of any outstanding fees, fines, textbooks, or other items or money owed to the Charter School.

4. When required by law, notify the foster youth's ERH attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's ERH attorney county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services. such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy.

3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).

4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

    a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic

year in which the student's status changed.

b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

8. If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

9. If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not

prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of

enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.

3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student's ERH, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

** For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer,r the length of the student's school enrollment or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in theirthird or fourth year of high school.

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a studentis exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

The Superintendent or designee shall notify and consult with a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the Charter School's additional graduation requirements. The consultation shall include all the following:,
A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH, and the

student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

If the student is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this policy, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Superintendent or designee shall:

1. Consult with the studentand the student's ERH aboutthe student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the studentis under 18 years of age, the ERH permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework

requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is **not** eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:

    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 5

ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this Policy, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Eligibility For Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with any After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office

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INSTRUCTION 6035-CPCS

MATHEMATICS PLACEMENT POLICY

California Pacific Charter Schools and its programs ("CalPac") adopts this Mathematics Placement Policy to apply to all students who wish to enroll in Algebra 1. CalPac, in accordance with the Math Placement Act of 2015, will follow the 9th grade level mathematics course placement policy outlined below:

Students must meet two of the below indicators to demonstrate readiness for Algebra 1:

1. Score at grade level or show readiness according to a local diagnostic assessment.
2. Student's CAASPP results indicate "standard met" for 8th grade math.
3. Grade of "C" or higher on directly preceding math course.
4. Teacher recommendation.
5. Lead counselor recommendation.

LOCAL ASSESSMENT POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "School").

Charter schools exist in a performance-based accountability system for student academic performance, and CPCS fully participates in that system. A charter school cannot continue to exist without collecting data on student performance from a variety of assessments, screeners, and indicators.

One of the responsibilities of CPCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school's charter renewal petition, "increases in pupil academic achievement" is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, CPCS primarily collects academic performance data through state-mandated testing in addition to administering local assessments and screeners.

To meet this responsibility, CPCS hereby implements this local assessment policy outlining the local assessment and screener process and participation requirements for all enrolled students.

Purpose

The purpose of local assessments and screeners is to help school staff identify each student's educational performance, growth, and areas needing improvement to enhance teaching and learning and to communicate students' academic performance levels to students and parents/guardians. Local assessments and screeners are one measure of student performance that provides a thorough evaluation and, therefore, an extensive scope of the student's learning and mastery of grade-level standards.

Local Assessment

Overview

CPCS uses Renaissance STAR as its State Board of Education (SBE) approved local assessment. This assessment targets student academic performance in math and reading for screening, progress monitoring, and instructional planning. It is a web-based computer-adaptive assessment platform that adjusts to individual student performance and helps assess true levels of ability. Each assessment pinpoints a student's needs to the sub-skill and standard-domain levels in math and English language arts.

LOCAL ASSESSMENT POLICY

Local assessments are used to gather beginning-of-year baseline data and end-of-year growth data on student performance levels in math and English Language Arts in order to measure student mastery of state grade-level standards. Ongoing progress monitoring using these assessments shows whether students are on track to achieve end-of-year learning targets, including making at least 1 year of student growth, and may provide information regarding readiness for statewide assessments. The results from Renaissance STAR provide common core-based data necessary for meeting state and Charter School academic achievement monitoring and renewal requirements.

Grade Levels Required to Test

Students in grades 3-11 are required to complete the Renaissance STAR assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress. Students who have been identified to take the California Alternative Assessments (CAAs) will not be required to complete the Renaissance STAR assessment and will not be counted toward participation requirements.

No Opt Out for Local Assessments

Per California Ed. Code, parents/guardians may opt out of state-mandated academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to state accountability requirements.

However, parents/guardians may NOT opt their child out of the school's local assessments. The choice to opt out ONLY applies to the state-mandated assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the school's local assessments

Local Assessment Schedule

Students will complete local assessments during the school's testing windows in math and reading. All local assessments must be proctored by a CPCS staff member via Zoom or another prescribed virtual, secure testing delivery system, and in accordance with the school's Virtual Proctoring Policy. The teacher of record is responsible for following up on student completion of all local assessments.

All assessment content areas must be completed within the assigned testing window. Assessment content areas will be broken up within the testing window to allow adequate time to complete each subject area assessment. Students should attempt to complete a single content-area assessment in a single sitting; however, students may save and resume an assessment on another

day/time, so long as proctoring guidelines are met and the test is resumed and completed within the assessment system's allowed paused test time frame.

Testing windows are set to provide students with sufficient instructional days to accurately measure student growth and progress between assessments. Testing windows for required assessments occur during the start of the school year (fall) and end of the school year (spring) at school-defined date ranges. Students will be provided with a daily testing schedule to complete each subject area within the specified testing window. Student enrollment start dates may impact assessment participation requirements and testing schedule within a testing window.

Technology Interruptions

If a student experiences a technology failure, internet connectivity issue, power outage, or other technical problem that interrupts the administration of a local assessment, the assessment may be paused or rescheduled in accordance with the assessment publisher's testing requirements and the school's Virtual Proctoring Policy. The teacher will coordinate the rescheduled assessment to ensure completion within the designated testing window whenever feasible.

Late Enrollment Students

Students with enrollment start dates occurring after the first day of the school year through the California Basic Educational Data System (CBEDS) reporting date are required to complete the initial local assessments within the initial start-of-year testing window. The data for students enrolled on CBEDS day will be counted towards the school's local assessment participation rate and verifiable data results.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will not be required to complete an initial start-of-year local assessment and will not be counted as part of the school-reported assessment participation rates or results. These students may be given the initial assessment for informational purposes only to support student academic success.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end-of-year local assessments during the end of year testing window, so long as their enrollment start date occurs prior to March 1st. Students with an enrollment start date of March 1st or later will not be required to participate in end-of-year local assessment testing and will not be counted in the school's verifiable data

results. The teacher of record is responsible for scheduling, tracking completion, and administering all assessments for late enrollment students.

Local Assessment Results Reporting

Local Assessment results are uploaded to the Student Information System at the end of the testing administration window. Students and parents/guardians may access result reports at any time through the student and parent portals. The school may hold, and a parent/guardian may request, an assessment results review meeting with their child's teacher to discuss what the scores and results mean.

Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results may be used to determine course placement in math and English language arts classes, and drive academic support programs, including qualifying students for tiered intervention support classes and summer school. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to discuss additional support for students identified as performing below grade level based on local assessment scores. Parents/guardians will have the opportunity to ask any questions about assessment results during this meeting.

Consequences for Not Completing the Local Assessments

Completion of CPCS's local assessments is a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

The following consequences apply to students who do not complete their local assessments within the designated testing window:

1. First Warning: If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements for attending make-up proctoring sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.

2. Second Warning and Parent Conference: If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan

will be created to ensure the completion of the local assessments within five (5) school days.

3. Third Warning and Placement on Academic Probation: If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation, and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher. The student will remain on academic probation until the assessment is completed and may be subject to additional academic probation requirements and consequences.

Students with an enrollment start date after the first day of the school year may have fewer days to complete incomplete assessments and ensure they complete their local assessments within the designated testing window.

Reading Screener

Overview

In accordance with Education Code Section 53008, all Local Educational Agencies (LEAs) serving students in kindergarten through grade two must implement universal screening to assess the risk of reading difficulties. CPCS uses Amira Learning as its State Board of Education (SBE)- approved reading screener. Amira Learning uses advanced speech recognition and natural language processing to assess students' reading aloud, providing real-time data on reading mastery. It identifies reading difficulties as they occur and delivers personalized micro-interventions grounded in decades of reading science and neuroscience research. Amira supports differentiated instruction and empowers teachers with data-informed insights to inform their practice and interventions.

Grade Levels Required to Test

Students in grades K-2 are required to complete the Amira Learning Reading Screener at least once during the academic school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

Students who do not speak sufficient English to be screened in English shall be screened in their primary language if a screening instrument in their primary language is available, or their risk for reading difficulties will be evaluated using an alternative process.

Late Enrollment Students

LOCAL ASSESSMENT POLICY

If a student enrolls for the first time in kindergarten or grades 1 or 2 after the screening has been administered to all students in the given grade in that school year, the student will be assessed within 45 calendar days of enrollment, unless the pupil's parent or guardian opts out of the screening in writing, or unless the parent or guardian provides documentation or the school has documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results.

Screener Results and Reporting

Screener results will be shared with parents/guardians electronically, no more than 45 calendar days from the date the assessment was administered. The school may hold, and a parent/guardian may request, a screener results review meeting with their child's teacher to discuss what the scores and results mean.

Screener results are used by CPCS staff to monitor students' reading progress and fluency and provide targeted reading support. Student scores do not impact student course grades. A parent/guardian conference with the child's teacher may be scheduled to address additional support for students identified at risk. Parents/guardians will have the opportunity to ask any questions they have regarding screener results during this meeting time.

These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or an evaluation to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). Screening shall not be used for any high-stakes purpose or as a diagnosis of a disability. However, the screener results may be used to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act, or to determine eligibility for a Section 504 plan pursuant to the federal Rehabilitation Act of 1973.

Screener Opt-Out Process

A parent or guardian of a student in kindergarten through grade two may opt the student out of the reading screener by submitting a written request. Additionally, with prior written consent of the parent or guardian, CPCS may exempt a student from screening when one of the following circumstances applies:

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LOCAL ASSESSMENT POLICY

1. The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.

2. The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

3. The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening redundant.

Remote Administration Process of Local Assessments and Screeners

CPCS follows its Virtual Proctoring Policy and Academic Integrity Policy to administer local assessments and screeners. Virtual proctoring procedures meet all recommended proctoring requirements from the school's local assessment publisher to produce verified data. All local assessments must be proctored by a CPCS teacher or other qualified staff member. Students must follow all virtual proctoring requirements, including being on webcam in Zoom or other prescribed virtual secure testing delivery system using their school-provided computer to participate in proctoring. Personal devices, outside proctors, and assistance from non CPCS staff on the assessment are prohibited.

Students with Special Education and 504 Plans

Students with an Individual Education Program (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student's IEP or 504. An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments or screeners.

INSTRUCTION **6040-CPCS**

LOCAL ASSESSMENT POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "School").

Charter schools exist in a performance-based~~performance based~~ accountability system for student academic performance, and CPCS fully participates in that system. A charter school cannot continue to exist without collecting data on student performance from a variety of assessments, screeners, and indicators.

One of the responsibilities of CPCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school's charter renewal petition, "increases in pupil academic achievement" is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, CPCS primarily collects academic performance data through state-mandated~~state mandated~~ testing in addition to administering local assessments and screeners.

To meet this responsibility, CPCS hereby implements this local assessment policy outlining the local assessment and screener process and participation requirements for all enrolled students.

Purpose

The purpose of local assessments and screeners is to help school staff identify each student's educational performance, growth, and areas needing improvement to enhance teaching and learning and to communicate students'~~in order to enhance teaching and learning and communicate student~~ academic performance levels to students and parents/guardians. Local assessments and screeners are one measure of student performance that provides a thorough evaluation and, therefore, an extensive scope of the student's learning and mastery of grade-level~~grade level~~ standards.

Local Assessment

Overview

CPCS uses Renaissance STAR as its State Board of Education (SBE) approved local assessment. This assessment targets student academic performance in math and reading for screening,

progress monitoring, and instructional planning. It is a web-based computer-adaptive~~computer-adaptive~~ assessment platform that adjusts to individual student performance and helps assess true levels of ability. Each assessment ~~test~~ pinpoints a student's needs to the sub-skill and standard-domain levels~~down to the sub-skill and standard domain level~~ in math and English language arts.

Local assessments are used to gather beginning-of-year~~beginning of year~~ baseline data and end-of-year~~end of year~~ growth data on student performance levels in math and English Language Arts in order to measure student mastery of state grade-level~~grade level~~ standards. Ongoing progress monitoring using these assessments shows whether students are on track to achieve end-of-year learning targets, including making at least 1 year of student growth, ~~and of making at least one year of student growth, including~~ and may provide information regarding readiness for statewide assessments. ~~projected performance on CAASPP state assessments.~~ The results from Renaissance STAR provide common core-based~~core based~~ data necessary for meeting state and Charter School academic achievement monitoring and renewal requirements.

Grade Levels Required to Test

Students in grades 3-11 are required to complete the Renaissance STAR assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress. ~~-~~Students who have been identified to take the California Alternative Assessments (CAAs) will not be required to complete the Renaissance STAR assessment and will not be counted toward~~as taking the California Alternative Assessments (CAAs) will not be required to complete the Renaissance STAR assessment and will not be included in~~ participation requirements.

No Opt Out for Local Assessments

Per California Ed. Code, parents/guardians may opt out of state-mandated~~state mandated~~ academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to state accountability requirements~~the accountability requirements from the state~~.

However, parents/guardians may NOT opt their child out of the school's~~school~~ local assessments. The choice to opt out ONLY applies to the state-mandated~~state mandated~~ assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the school's local assessments

LOCAL ASSESSMENT POLICY

Local Assessment Schedule

Students will complete local assessments during the school's testing windows in ~~local assessment testing windows in the subjects of~~ math and reading. All local assessments must be proctored by a CPCS staff member via Zoom or another prescribed virtual, secure testing delivery system, and in accordance with~~other prescribed virtual secure testing delivery system, and following all virtual proctoring procedures outlined in~~ the school's Virtual Proctoring Policy. The teacher of record is responsible for following up on student completion of all local assessments.

All assessment content areas must be completed within the assigned testing window. Assessment content areas will be broken up within the testing window to allow adequate time to complete each subject area assessment. Students should attempt to complete a single content-area assessment in a single~~singular content area assessment within one~~ sitting; however, students may save and resume an assessment on another day/time, so long as proctoring guidelines are met and the test is resumed and completed within the assessment system's allowed paused test time frame.

Testing windows are set to provide students with sufficient ~~a sufficient number of~~ instructional days to accurately measure student growth and progress between assessments. Testing windows for required assessments occur during the start of the school year (fall) and end of the school year (spring) at school-defined~~school defined~~ date ranges. Students will be provided with a daily testing schedule to complete each subject area within the specified testing window. Student enrollment start dates may impact assessment participation requirements and testing schedule within a testing window.

Technology Interruptions

If a student experiences a technology failure, internet connectivity issue, power outage, or other technical problem that interrupts the administration of a local assessment, the assessment may be paused or rescheduled in accordance with the assessment publisher's testing requirements and the school's Virtual Proctoring Policy. The teacher will coordinate the rescheduled assessment to ensure completion within the designated testing window whenever feasible.

Late Enrollment Students

LOCAL ASSESSMENT POLICY

Students with enrollment start dates occurring after the first day of the school year through the California Basic Educational Data System (CBEDS) reporting date are required to complete the initial local assessments within the initial start-of-year~~start of year~~ testing window. The data for students enrolled on CBEDS day will be counted towards the school's local assessment participation rate and verifiable data results.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will not be required to complete an initial start-of-year~~start of year~~ local assessment and will not be counted as part of the school-reported assessment participation rates or results. These students may be given the initial assessment for informational purposes only to support student academic success.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end-of-year~~end of year~~ local assessments during the end of year testing window, so long as their enrollment start date occurs prior to March 1st. Students with an enrollment start date of March 1st or later will not be required to participate in end-of-year~~end of year~~ local assessment testing and will not be counted in the school's verifiable data results. The teacher of record is responsible for scheduling, tracking completion, and administering all assessments for late enrollment students.

Local Assessment Results Reporting

Local Assessment results are uploaded to the Student Information System at the end of the testing administration window. Students and parents/guardians may access result reports at any time through the student and parent portals. ~~of the Student Information System.~~ The school may hold, and a parent/guardian may request, an assessment results review meeting with their child's teacher to discuss what the ~~for more information on what~~ scores and results mean.

Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results may be used to determine course placement in math and English language arts classes, and drive academic support programs, including qualifying students for tiered intervention support classes and summer school. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to discuss additional support for students identified as~~address additional support for identified students~~ performing below grade level based on local

assessment scores. Parents/guardians will have the opportunity ~~an opportunity to and are encouraged~~ to ask any questions about assessment results during this meeting~~they have regarding assessment results during this meeting time~~.

Consequences for Not Completing the Local Assessments

Completion of CPCS's local assessments is a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

The following consequences apply to students who do not complete their local assessments within the designated testing window:

1. First Warning: If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements for attending~~on how to attend~~ make-up proctoring sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.
2. Second Warning and Parent Conference: If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan will be created to ensure the completion of the local assessments within five (5) school days~~completion of the local assessments within five (5) school days of this meeting~~.
3. Third Warning and Placement on Academic Probation: If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation, and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher. The student will remain on academic probation until the assessment is completed and may be subject to additional academic probation requirements and consequences.

Students with an enrollment start date after the first day of the school year may have fewer days to complete incomplete assessments and~~a shortened period of days to correct incomplete assessments to~~ ensure they complete their local assessments within the designated testing window.

LOCAL ASSESSMENT POLICY

Reading Screener

Overview

In accordance with Education Code Section 53008, all Local Educational Agencies (LEAs) serving students in kindergarten through grade two must implement universal screening to assess the risk of reading difficulties. CPCS uses Amira Learning as its State Board of Education (SBE)- approved reading screener ~~approved reading screener assessment~~. Amira Learning uses advanced speech recognition and natural language processing to assess students' reading~~students as they read~~ aloud, providing real-time data on reading mastery. It identifies reading difficulties as they occur and delivers personalized micro-interventions grounded in decades of reading science and neuroscience research. Amira supports differentiated instruction and empowers teachers with data-informed insights to inform their practice and interventions.

Grade Levels Required to Test

Students in grades K-2 are required to complete the Amira Learning Reading Screener at least once during the academic school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

Students who do not speak sufficient English to be screened in English shall be screened in their primary language if a screening instrument in their primary language is available, or their risk for reading difficulties will be evaluated using an alternative process.

Late Enrollment Students

If a student enrolls for the first time in kindergarten or grades 1 or 2 after the screening has been administered to all students in the given grade in that school year, the student will be assessed within 45 calendar days of enrollment, unless the pupil's parent or guardian opts out of the screening in writing, or unless the parent or guardian provides documentation or the school has documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results.

Screener Results and Reporting

Screener results will be shared with parents/guardians electronically, no more than 45 calendar days from the date the assessment was administered. The school may hold, and a parent/guardian may request, a screener results review meeting with their child's teacher to discuss what the ~~for more information on what~~ scores and results mean.

LOCAL ASSESSMENT POLICY

Screener results are used by CPCS staff to monitor students' reading progress and fluency and~~student reading progress and fluency in order to~~ provide targeted reading support. Student scores do not impact student course grades. A parent/guardian conference with the child's teacher may be scheduled to address additional support for students identified at risk. Parents/guardians will have the opportunity ~~an opportunity to and are encouraged~~ to ask any questions they have regarding screener results during this meeting time.

These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or an evaluation to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). Screening shall not be used for any high-stakes purpose or~~and not~~ as a diagnosis of a disability. However, the screener results may be used to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act, or to determine eligibility for a Section 504 plan pursuant to ~~plan pursuant to Section 504 of~~ the federal Rehabilitation Act of 1973.

Screener Opt-Out Process

A parent or guardian of a student in kindergarten through grade two may opt the student out of the reading screener by submitting a written request. Additionally, with prior written consent of the parent or guardian, CPCS may exempt a student from screening when one of the following circumstances applies:~~A student may be exempted from completing the reading screener with the prior written consent of the parent or guardian if any of the following criteria are satisfied~~:

1. The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.
2. The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
3. The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening redundant.

LOCAL ASSESSMENT POLICY

Remote Administration Process of Local Assessments and Screeners

CPCS follows its Virtual Proctoring Policy and Academic Integrity Policy to administer local assessments and screeners. Virtual proctoring procedures meet all recommended proctoring requirements from the school's local assessment publisher to produce verified data. All local assessments must be proctored by a CPCS teacher or other qualified staff member. Students must follow all virtual proctoring requirements, including being on webcam in Zoom or other prescribed virtual secure testing delivery system using their school-provided~~school-provided~~ computer to participate in proctoring. Personal devices, outside proctors, and assistance from non CPCS staff on the assessment are prohibited.

Students with Special Education and 504 Plans

Students with an Individual Education Program (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student's IEP or 504. An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments or screeners.

VIRTUAL PROCTORING POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "School").

CPCS adopts this Virtual Proctoring Policy to apply to all students enrolled in CPCS.

METHODS OF VIRTUAL PROCTORING

The use of virtual proctoring applies to local assessments, state assessments, and semester final exams under the following guidelines. Other school assessments do not require proctoring and are completed by the student independently unless otherwise specified. All proctoring at CPCS is done virtually unless otherwise required.

Virtual proctoring is administered via the school's virtual proctoring rooms or system platforms, including the use of secure browsers on school-supplied technology. Students will be informed in advance of the proctoring procedures and system platform to be used for the proctoring session. Students are required to use school-supplied technology and appropriate login information to join virtual proctoring sessions.

School-Supplied Technology

For purposes of this Policy, "school-supplied technology" means a Chromebook, laptop, tablet, or other device issued or otherwise approved by CPCS for student assessment use.

Privacy and Security

CPCS utilizes only School-approved virtual proctoring platforms and secure browsers that comply with applicable federal and state student privacy laws. Information collected during virtual proctoring is used solely for assessment administration, test security, and academic integrity purposes. Virtual proctoring sessions will not be recorded unless required for state testing or otherwise authorized by the School in accordance with applicable law and School policy.

Virtual proctoring must be facilitated by a qualified CPCS staff member. CPCS proctors consist exclusively of teachers, administrators, and other designated trained staff members. CPCS proctors complete all necessary and state-required proctor training prior to administering assessments. Parents/guardians are prohibited from serving as proctors. The student's teacher of

record will arrange all proctoring and share proctoring information with the student and their parent/guardian in advance. The teacher of record may or may not be the session proctor during an assessment.

Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request an individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible.

Local Assessments & Assessment Screeners

Students in grades K--11 must have their local assessments proctored by a CPCS staff member using the local assessment designated secure browser or school-approved student monitoring process. No outside materials or resources may be used on local assessments.

State Assessments

When permitted by the state, CPCS chooses to administer all required state assessments, such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), virtually. These assessments will be administered by a trained CPCS staff member using state-required secure testing browsers. No outside materials or resources may be used on state assessments.

Final Exams

All A-G aligned and other school-specified course final exams for students in grades 6-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room platform with web camera functionality. Students may use course notes (digital and paper) on final exams.

VIRTUAL PROCTORING PROCEDURES

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed in the student to adhere to all virtual proctoring procedures. Failure of students and/or parents or guardians to comply with these procedures will

result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

Technology Interruptions

If a student experiences internet connectivity issues, device malfunctions, power outages, or other technical difficulties during a virtual proctoring session, the student or parent/guardian shall notify the proctor or teacher as soon as reasonably possible. The School will determine whether the assessment should resume, restart, or be rescheduled based upon the circumstances and applicable assessment requirements.

Local Assessments & Assessment Screeners

Prior to the Assessment Proctoring Session:

1. The proctor will follow all school directives to create their local assessment testing session with all scheduled tests within the local assessment testing system.
2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

During the Assessment Proctoring Session:

1. The proctor
    a. will open the secure testing session or monitoring system, and generate the session password if applicable.
    b. will email the session password and other pertinent information to the student.
    c. will confirm the identity and authorized use of students as they join the testing session.
    d. will actively monitor student engagement and completion of the assessment using the school's monitoring system and test session tools, including rapid guessing monitoring.
    e. will verify assessment completion in the testing system.
2. The student

a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home environments vary and will work with families when reasonable accommodations are necessary.
b. will record the testing session password before opening the secure testing browser or test session.
c. will access the secure browser or monitored test session using the school-provided device and enter the testing session information at the scheduled assessment time.
d. will only use their school-issued device to complete the assessment.
e. will have testing space and work area cleared, except for scratch paper.
f. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
g. may take breaks as needed.
h. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
i. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
j. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.

3. The parent/guardian
    a. may be present in the home/room the student is in during testing.
    b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
    c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
    d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
    e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

VIRTUAL PROCTORING POLICY

State Assessments

Prior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
    a. will launch the secure testing session using the state-required system platform.
    b. will confirm the identity and authorized use of students as they join the testing session.
    c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
    d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
    e. will actively monitor student engagement and completion of the assessment using designated test session tools.
    f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.
3. The student
    a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home

environments vary and will work with families when reasonable accommodations are necessary.

b. will record testing session access information prior to opening the secure testing browser.
c. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
d. will keep their webcam on and show their entire face for the entire duration of the test session.
e. will be fully dressed in school-appropriate attire.
f. will not have or use any paraphernalia or other inappropriate items while on camera.
g. will have testing space and work area cleared, except for scratch paper.
h. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
i. may take breaks as needed.
j. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
k. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
l. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.

4. The parent/guardian
    a. may be present in the home/room the student is in during testing.
    b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
    c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
    d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.

e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

Final Exams

Prior to Assessment:

1. The teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
    a. confirm that the student has accessed the proctoring room using their required school account credentials.
    b. confirm the exam to be taken.
    c. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
    d. will monitor that the student remains on camera for the duration of the test.
    e. will actively monitor the entire assessment and student engagement.
    f. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
    g. will remove student access to any assessment a student does not finish during that session.

2. The student
    a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home environments vary and will work with families when reasonable accommodations are necessary.
    b. will keep their webcam on and show their entire face for the entire duration of the test session.
    c. will be fully dressed in school-appropriate attire.
    d. will not have or use any paraphernalia or other inappropriate items while on camera.

e. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
f. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
g. may take breaks as needed.
h. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
i. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
j. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
k. will notify the proctor when they have completed the assessment for verification before leaving the virtual proctoring room.

3. The parent/guardian
   a. may be present in the home/room the student is in during proctoring.
   b. may only provide technical assistance to support a student opening the proctoring meeting room.
   c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
   d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
   e. may contact the proctor or teacher of record on behalf of the student regarding all assessment concerns and support needs.

Students with IEPs or 504 Plans

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

VIRTUAL PROCTORING POLICY

Administrative Authority

The Superintendent or designee may modify or supplement virtual proctoring procedures as necessary to comply with changes in state testing requirements, testing vendor security protocols, or other legal or operational requirements, provided such modifications remain consistent with applicable law.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY

CPCS expects all students to uphold academic integrity in the work they complete. Any violations of the virtual proctoring procedures outlined in this policy are considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

If academic dishonesty is suspected during a proctoring session, the proctor will suspend the student's proctoring session and refer the matter to school administration for review in accordance with the Academic Integrity Policy.

INSTRUCTION **6050-CPCS**

VIRTUAL PROCTORING POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively "CPCS" or the "School").

CPCS adopts this Virtual Proctoring Policy to apply to all students enrolled in CPCS.

METHODS OF VIRTUAL PROCTORING

The use of virtual proctoring applies to local assessments, state assessments, and semester final exams under the following guidelines. Other school assessments do not require proctoring and are completed by the student independently unless otherwise specified. All proctoring at CPCS is done virtually unless otherwise required.

Virtual proctoring is administered via the school's virtual proctoring rooms or system platforms, including the use of secure browsers on school-supplied~~school supplied~~ technology. Students will be informed in advance of the proctoring procedures and system platform to be used for the proctoring session. Students are required to use school-supplied~~school supplied~~ technology and appropriate login information to join virtual proctoring sessions.
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School-Supplied Technology

For purposes of this Policy, "school-supplied technology" means a Chromebook, laptop, tablet, or other device issued or otherwise approved by CPCS for student assessment use.

Privacy and Security

CPCS utilizes only School-approved virtual proctoring platforms and secure browsers that comply with applicable federal and state student privacy laws. Information collected during virtual proctoring is used solely for assessment administration, test security, and academic integrity purposes. Virtual proctoring sessions will not be recorded unless required for state testing or otherwise authorized by the School in accordance with applicable law and School policy.

VIRTUAL PROCTORING POLICY

Virtual proctoring must be facilitated by a qualified CPCS staff member. CPCS proctors consist exclusively of teachers, administrators, and other designated trained staff members ~~exclusively~~. CPCS proctors complete all necessary and state-required~~state required~~ proctor training prior to administering assessments. Parents/guardians are prohibited from serving as proctors. The student's teacher of record will arrange all proctoring and share proctoring information with the student and their parent/guardian in advance. The teacher of record may or may not be the session proctor during an assessment.

Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request an individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible. ¶

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Local Assessments & Assessment Screeners

Students in grades K-~~2~~-11 must have their local assessments proctored by a CPCS staff member using the local assessment designated secure browser or school-approved~~school approved~~ student monitoring process. No outside materials or resources may be used on local assessments.

State Assessments

When permitted by the state, CPCS chooses to administer all required state assessments, such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), virtually. These assessments will be administered by a trained CPCS staff member using state-required~~state required~~ secure testing browsers. No outside materials or resources may be used on state assessments.

Final Exams

All A-G aligned and other school-specified course final exams for students in grades 6~~9~~-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room

platform with web camera functionality. Students may use course notes (digital and paper) on final exams.

VIRTUAL PROCTORING PROCEDURES

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed in~~within~~ the student to adhere to all virtual proctoring procedures. Failure of students and/or parents or guardians to comply with these procedures will result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

Technology Interruptions

If a student experiences internet connectivity issues, device malfunctions, power outages, or other technical difficulties during a virtual proctoring session, the student or parent/guardian shall notify the proctor or teacher as soon as reasonably possible. The School will determine whether the assessment should resume, restart, or be rescheduled based upon the circumstances and applicable assessment requirements.

Local Assessments & Assessment Screeners

Prior to the Assessment Proctoring Session:

1. The proctor will follow all school directives to create their local assessment testing session with all scheduled tests within the local assessment testing system.
2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

During the Assessment Proctoring Session:

VIRTUAL PROCTORING POLICY

1. The proctor
    a. will open the secure testing session or monitoring system, and generate the session password if applicable.
    b. will email the session password and other pertinent information to the student.
    c. will confirm the identity and authorized use of students as they join the testing session.
    d. will actively monitor student engagement and completion of the assessment using the school's monitoring system, and test session tools, including rapid guessing monitoring.
    e. will verify assessment completion in the testing system.
2. The student
    a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home environments vary and will work with families when reasonable accommodations are necessary.
    b. will record the testing session password before opening the secure testing browser or test session.
    c. will access the secure browser or monitored test session using the school-provided device and enter the testing session information at the scheduled assessment time.
    d. will only use their school-issued ~~school issued~~ device to complete the assessment.
    e. will have testing space and work area cleared, except for scratch paper.
    f. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
    g. may take breaks as needed.
    h. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
    i. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
    j. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
3. The parent/guardian
    a. may be present in the home/room the student is in during testing.

b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

State Assessments

Prior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
    a. will launch the secure testing session using the state-required system platform.
    b. will confirm the identity and authorized use of students as they join the testing session.

c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
e. will actively monitor student engagement and completion of the assessment using designated test session tools.
f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.

3. The student
   a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home environments vary and will work with families when reasonable accommodations are necessary.
   b. will record testing session access information prior to opening the secure testing browser.
   c. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
   d. will keep their webcam on and show their entire face for the entire duration of the test session.
   e. will be fully dressed in school-appropriate attire.
   f. will not have or use any paraphernalia or other inappropriate items while on camera.
   g. will have testing space and work area cleared, except for scratch paper.
   h. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
   i. may take breaks as needed.
   j. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
   k. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.

l. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.

4. The parent/guardian
    a. may be present in the home/room the student is in during testing.
    b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
    c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
    d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
    e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

Final Exams

Prior to Assessment:

1. The teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
    a. confirm that the student has accessed the proctoring room using their required school account credentials.
    b. confirm the exam to be taken.
    c. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
    d. will monitor that the student remains on camera for the duration of the test.
    e. will actively monitor the entire assessment and student engagement.

f. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
g. will remove student access to any assessment a student does not finish during that session.

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2. The student
    a. will complete assessments in an environment that is as quiet and free from distractions as reasonably possible. The School recognizes that home environments vary and will work with families when reasonable accommodations are necessary.
    b. will keep their webcam on and show their entire face for the entire duration of the test session.
    c. will be fully dressed in school-appropriate~~school appropriate~~ attire.
    d. will not have or use any paraphernalia or other inappropriate items while on camera.
    e. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
    f. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
    g. may take breaks as needed.
    h. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
    i. may not use a cell phone or other electronic devices other than their school-provided~~school provided~~ authorized technology during the assessment.
    j. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
    k. will notify the proctor when they have completed the assessment for verification before leaving the virtual ~~room~~ proctoring room.
3. The parent/guardian
    a. may be present in the home/room the student is in during proctoring.
    b. may only provide technical assistance to support a student opening the proctoring meeting room.

c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss, or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
e. may contact the proctor or teacher of record on behalf of the student regarding all assessment concerns and support needs.

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Students with IEPs or 504 Plans

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

Administrative Authority

The Superintendent or designee may modify or supplement virtual proctoring procedures as necessary to comply with changes in state testing requirements, testing vendor security protocols, or other legal or operational requirements, provided such modifications remain consistent with applicable law.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY

CPCS expects all students to uphold academic integrity in the work they complete. Any violations of the virtual proctoring procedures outlined in this policy are considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

~~If academic dishonesty is expected during a proctoring session, the proctor will suspend the student's proctoring session and trigger an administrator evaluation as outlined in the Academic Integrity Policy.~~

If academic dishonesty is **suspected** during a proctoring session, the proctor will suspend the student's proctoring session and refer the matter to school administration for review in

accordance with the Academic Integrity Policy.

ADEQUATE PROGRESS POLICY

CalPac is committed to student success. Our program strives to support students in the completion of coursework for the purpose of making adequate academic progress toward mastering grade-level content and/or earning a high school diploma within the established **4-year** graduation cohort. In order to support students toward this goal, CalPac enlists and maintains the following adequate progress policy.

ADEQUATE PROGRESS OVERVIEW

Each student will be evaluated for adequate progress by the student's homeroom teacher, according to the appropriate criteria, each learning period. Students found not to be making adequate academic progress toward completion of courses will receive a status of inadequate progress.

LEARNING PERIOD EVALUATIONS

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

COMMUNICATION AND NOTIFICATIONS

Students not making adequate academic progress will be notified by email from the school., Additional notifications may be made by mail through the school office and through outreach from the homeroom teacher or school administration.

INADEQUATE PROGRESS CONTRACT

Students achieving the status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

REQUIRED CONFERENCES/MEETINGS

Students receiving notifications for not meeting the guidelines for adequate progress will be required to attend a meeting with the homeroom teacher and other school staff within 2 weeks of the end of the learning period for which the notification was sent. Failure of the student or parent/guardian to attend this meeting may result in a referral to school administration.

MTSS/PBIS

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic supports and interventions.

ACADEMIC PROBATION

Students who maintain a status of inadequate progress for three learning periods (and/or at the end of semester) through the duration of one school year will immediately be placed on academic probation. Students on academic probation are eligible to exit academic probation if they make adequate progress for two consecutive learning periods following the learning period

they were placed on academic probation. Once placed on academic probation, students who are not able to show adequate academic progress in two (2) consecutive learning periods time immediately following the learning period in which the the student was placed on academic probation may be subject to involuntary removal from the program, citing that it is not in the best interest of the student to remain in the independent study program. Students who are subsequently removed from academic probation and later return to academic probation may be subject to an administrative review to determine whether continued enrollment in the independent study program remains in the student's best interest, as outlined in this policy.

INVOLUNTARY STUDENT REMOVAL/WITHDRAWAL

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress in two (2) consecutive learning periods immediately following the learning period in which the student was placed on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite the school's efforts to support the student's academic success, the student may be **involuntarily removed from the program. Student removal from the independent study program will be in accordance with the student involuntary ~~withdrawal~~ removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

***AB 1360 (The Charter shall) "Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses.*

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student, and provided no less than five (5) school days before the effective date of the pupil's removal.

ADEQUATE PROGRESS POLICY

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
    a. It will be scheduled following the school's involuntary removal procedures as outlined in the school's approved Charter document.
    b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ADEQUATE PROGRESS – STUDENT EXPECTATIONS

All students are expected to meet the following requirements during each Learning Period:

Traditional Program: Student expectations are as follows:

1. Complete 100% of assigned coursework by the due date.
2. Attend all required classes, meetings, and in-person appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Credit Recovery Program: Student expectations are as follows:

1. Complete 100% of assigned coursework by the due date.
2. Attend all required classes, meetings, and in-person appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.

4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

   Ade

Students aged 19 years through 22 years: To count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the following conditions established within Ed Code:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

INADEQUATE PROGRESS PROCESS AND STEPS

STEP 1:
Students not meeting the guidelines for adequate progress by the end of a learning period for the first time will receive an email notification from the school and will be required to attend a student/parent conference with the student's homeroom teacher and MTSS Coordinator/designee. Conferences should be held within 2 weeks time from the end of the learning period in which inadequate progress was made. The purpose of the student/parent/teacher meeting is to review the student's academic progress, the school's policy on adequate academic progress, and put a plan in place for improved student success.

Reaching a firststatus of inadequate academic progresswill serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

STEP 2:
Students not meeting the guidelines for adequate academic progress by the end of a learning period for a second time will receive an email notification from the school along with a warning that the student is in danger of being placed on academic probation. The student and parent will

be required to attend an additional student/parent conference with the student's homeroom teacher and MTSS Coordinator. Conferences should be held within 2 weeks time from the end of the learning period in which inadequate progress was made. The purpose of this conference is to review the student's academic progress and the school's policy on adequate academic progress, review the inadequate progress contract, and revisit the plan in place for improved student success.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. Students will receive a mid-semester progress report before the end of the third learning period.

*Examples of interventions may include more frequent progress monitoring, discussing the student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

***An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).*

STEP 3:

If, at the end of a third learning period (and/or the end of a semester), the student has not made adequate academic progress, the student will be immediately placed on academic probation. An email notification from the school will be sent notifying the student and parent/guardian of the academic probation status. Frequent progress monitoring and communication with the student and parents will continue throughout the duration of academic probation. MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, coordinators, administrators, or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs.

STEP 4:

ADEQUATE PROGRESS POLICY

Once placed on academic probation, students who are not able to show adequate academic progress in two (2) consecutive learning periods immediately following the learning period in which the the student was placed on academic probation may be subject to involuntary removal from the program, citing that it is not in the best interest of the student to remain in the independent study program. Students who previously returned to good academic standing after a period of academic probation and are later placed on academic probation again will not restart the adequate progress process from the beginning. Instead, the subsequent placement on academic probation will initiate an administrative review of the student's academic history, prior interventions, and current progress to determine whether continued enrollment in the independent study program remains in the student's best interest.

Subsequent Semester of Academic Probation

A student who has previously been removed from academic probation after returning to adequate academic progress and is subsequently placed on academic probation again will not restart the adequate progress process. Instead, school administration will conduct a review of the student's cumulative academic history, interventions previously provided, response to those interventions, and current academic progress to determine whether continued enrollment in the independent study program is in the student's best interest. Following the review, the school may continue academic probation with additional supports or initiate the involuntary removal process described in this policy.

INSTRUCTION **6055-CPCS**

ADEQUATE PROGRESS POLICY

CalPac is committed to student success. Our program strives to support students in the completion of course work for the purpose of making adequate academic progress toward mastering grade-level content and/or earning a high school diploma within the established 4-year~~4 year~~ graduation cohort. In order to support students toward this goal, CalPac enlists and maintains the following adequate progress policy.

ADEQUATE PROGRESS OVERVIEW

Each student will be evaluated for adequate progress by the student's homeroom teacher, according to the appropriate criteria, each learning period. Students found not to~~to not~~ be making adequate academic progress toward completion of courses will receive a status of inadequate progress.

LEARNING PERIOD EVALUATIONS

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

COMMUNICATION AND NOTIFICATIONS

Students not making adequate academic progress will be notified by email from the school~~coordinator~~, Additional notifications may be made by mail through the school office and through outreach ~~, and will receive a phone call~~ from the homeroom teacher or school administration.

INADEQUATE PROGRESS CONTRACT

Students achieving the status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

REQUIRED CONFERENCES/MEETINGS

Students receiving notifications for not meeting the guidelines for adequate progress ~~placed on inadequate progress contracts~~ will be required to attend a meeting with the homeroom~~home room~~ teacher and other school staff within 2 weeks of the end of the learning period for which the notification was sent ~~contract date~~. Failure of the student or parent/guardian to attend this meeting ~~a meeting with the homeroom teacher~~ may ~~will~~ result in a referral to ~~for a meeting with~~ school administration.

MTSS/PBIS

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic supports and interventions.

ACADEMIC PROBATION

Students who maintain a status of inadequate progress for three learning periods (and/or at the end of semester) through the duration of one school year ~~semester~~ will immediately be placed on

academic probation ~~for the following semester~~. Students on academic probation are eligible to exit academic probation if they make adequate progress for two consecutive learning periods following the learning period they were placed on academic probation. Once placed on academic probation, students who are not able to show adequate academic progress in two (2) consecutive learning periods time immediately following the learning period in which the the student was placed on academic probation may be subject to involuntary removal from the program, citing that it is not in the best interest of the student to remain in the independent study program. Students who are subsequently removed from academic probation and later return to academic probation may be subject to an administrative review to determine whether continued enrollment in the independent study program remains in the student's best interest, as outlined in this policy. ~~Students who maintain a status of inadequate progress through the duration of one semester will be placed on academic probation for the following semester.~~

INVOLUNTARY STUDENT REMOVAL/ ~~WITHDRAW~~

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress in two (2) consecutive learning periods immediately following the learning period in which the student was placed on academic probation~~by the end of the semester in which they are on academic probation~~ to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite the school's efforts~~result of the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite efforts made by the school~~ to support the student's academic success, the student may be **involuntarily removed from the program. Student removal from the independent study program will be in accordance with the student involuntary ~~withdrawal~~ removal process~~removalprocess~~, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

***AB 1360 (The Charter shall) "Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses."*

ADEQUATE PROGRESS POLICY

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student, and provided no less than five (5) school days before the effective date of the pupil's removal.

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
    a. It will be scheduled following the school's involuntary removal~~expulsion hearing~~ procedures as outlined in the school's approved Charter document.~~[charter document reference].~~
    b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ADEQUATE PROGRESS – STUDENT EXPECTATIONS

All students are expected to meet the following requirements during each Learning Period:

Traditional Program: Student expectations are as follows:

1. Complete 100% of assigned coursework~~course work~~ by the due date.
2. Attend all required classes, meetings, and in-person~~in person~~ ~~state testing~~ appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

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ADEQUATE PROGRESS POLICY

Credit Recovery Program: Student expectations are as follows:

1. Complete 100% of assigned coursework~~course work~~ by the due date.
2. Attend all required classes, meetings, and in-person~~in person~~ ~~state testing~~ appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

   Ade

Students aged 19 years through 22 years: To~~In order to~~ count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the following conditions established within Ed Code:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

INADEQUATE PROGRESS PROCESS AND STEPS

STEP~~Learning Period~~ 1:
Students not meeting the guidelines for adequate progress by the end of a learning period for the first time ~~with inadequate academic progress status at the end of a~~the ~~first learning period~~ will receive an email notification from the school and will be required to attend a student/parent conference with the student's homeroom teacher and MTSS Coordinator/designee. ~~coordinator, a letter from the school office, and a phone call from the homeroom teacher notifying the adult student or student and parent/guardian of the inadequate progress status.~~ Conferences should be held within 2 weeks time from the end of the learning period in which inadequate progress was made. The purpose of the student/parent/teacher meeting is to review the student's academic

progress, the school's policy on adequate academic progress, and put a plan in place for improved student success.

Reaching a first~~the~~ status of inadequate academic progress ~~for the first learning period~~ will serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

STEP~~Learning Period~~ 2:
Students not meeting the guidelines for adequate academic progress by the end of a ~~second~~ learning period for a second time will receive an email notification from the school along with a warning that the student is in danger of being placed on academic probation. The student and parent ~~be notified and~~ will be required to attend an additional student/parent conference with the student's homeroom teacher and MTSS Coordinator. Conferences should be held within 2 weeks time from the end of the learning period in which inadequate progress was made.~~Conferences should be scheduled with the homeroom teacher within 2 weeks time from the end of the second learning period.~~ The purpose of this conference ~~e student/parent/teacher meeting~~ is to review the student's academic progress and the school's policy on adequate academic progress, review the inadequate progress contract, and revisit the plan in place for improved student success.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. Students will receive a mid-semester progress report before the end of the third learning period.

*Examples of interventions may include more frequent progress monitoring, discussing the~~of~~ student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

**An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).*

STEP~~Learning Period~~ 3:
~~At the end of the third learning period, if the student is still designated as having a status of inadequate progress, the student and parent will receive a notification along with a warning that the student is in danger of being placed on academic probation. The student will have the fourth learning period to show that adequate academic progress can be achieved with supports and interventions.~~ ¶
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ADEQUATE PROGRESS POLICY

~~**STEPLearning Period 4: (End of Semester)**~~¶

If, at the end of a third ~~fourth~~ learning period (and/or~~also~~ the end of a semester), the student has not made adequate academic progress, the student will be immediately placed on academic probation ~~for the following semester~~. An email notification from the school will be sent notifying the student and parent/guardian of the academic probation status. Frequent progress monitoring and communication with the student and parents will continue throughout the duration of academic probation.~~second semester.~~ MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, coordinators, administrators, or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs.

STEP 4: ~~(End of Semester)~~

Once placed on academic probation, s~~S~~tudents who are not able to show adequate academic progress in two (2) consecutive learning periods ~~semesters'semesters time~~ immediately following the learning period in which the the student was placed on academic probation ~~-~~may be subject to involuntary removal~~**withdrawl~~ from the program, citing that it is not in the best interest of the student to remain in the independent study program. Students who previously returned to good academic standing after a period of academic probation and are later placed on academic probation again will not restart the adequate progress process from the beginning. Instead, the subsequent placement on academic probation will initiate an administrative review of the student's academic history, prior interventions, and current progress to determine whether continued enrollment in the independent study program remains in the student's best interest.

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Subsequent ~~Semester of~~ Academic Probation

~~Students who remain on academic probation for consecutive semesters will continue to receive educational supports, interventions, and progress monitoring. Students who are unable to demonstrate adequate academic progress during a semester of academic probation may be evaluated for involuntary removal from the independent study program in accordance with this policy.~~

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ADEQUATE PROGRESS POLICY

A student who has previously been removed from academic probation after returning to adequate academic progress and is subsequently placed on academic probation again will not restart the adequate progress process. Instead, school administration will conduct a review of the student's cumulative academic history, interventions previously provided, response to those interventions, and current academic progress to determine whether continued enrollment in the independent study program is in the student's best interest. Following the review, the school may continue academic probation with additional supports or initiate the involuntary removal process described in this policy.

~~**Students who have maintained a status of inadequate progress, for the duration of one semester, will be placed on academic probation for the subsequent semester. The student's educational team will continue to engage the student in best educational practices and interventions to work toward achieving academic progress each learning period. Students who are not able to make academic progress in a semester in which they are on academic probation may be involuntarily removed from the program.**~~

~~¶~~

~~**INADEQUATE PROGRESS-- CHECKLIST**~~¶

~~¶~~

~~❒ Any student not making adequate progress for one learning period, as defined by their program criteria, will be notified by the school and is required to attend a meeting with the homeroom teacher and/or other school personnel for the purpose of reviewing adequate progress requirements and to discuss possible supports and/or interventions to move the student toward academic progress. program coordinator, the school office, and the homeroom teacher.~~¶

~~¶~~

~~❒ Any student who has two learning periods of inadequate progress status will be notified by the school and is required to attend a meeting with the homeroom teacher and/orand or other school personnel for the purpose of the student being placed on an academic contract and to discuss possible supports and/orand or interventions to move the student toward academic progress.~~ ¶

~~¶~~

~~❒ Any student who has three learning periods of inadequate progress status will be notified by the school and Students who maintain a status of inadequate progress through an entire semester will be placed on academic probation by a school administrator. for the duration of the following semester.~~ ¶

~~¶~~

~~❒ Any student placed on academic probation Students who maintains a status of inadequate progress for a following learning period will be in violation of their academic probation and maytwo semesters may be involuntarily removed from the school.~~ ¶

~~¶~~

~~❒ The homeroom teacher, along with other school personnel, will document all steps taken for a student in the adequate progress process. Homeroom teachers will document actions and communications in the student information system (SIS) and will oversee the steps and processes outlined by the adequate progress policy.~~ ¶

ADEQUATE PROGRESS POLICY

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SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

Request for Initial Evaluation

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

1. Such initial evaluation shall consist of assessment(s) to determine whether a student qualifies for special education services within 60 days of receiving parental/guardian consent for the evaluation and to determine the educational needs of the student.

2. Exception- The relevant time frame shall not apply to California Pacific Charter Schools ("CPCS") if:

    a. a student enrolls in CPCS after the assessment timeline has already started at another local educational agency ("LEA") and before that LEA has completed the evaluation and determined the student's eligibility for special education services. In these situations, CPCS must make reasonable efforts to complete the evaluation as quickly as possible, and the parent/guardian and CPCS must agree on a timeline for completing the evaluation.

    b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation(s).

    c. the student enrolls in another LEA

When a teacher or staff member receives a written request from a parent/guardian for a formal special education assessment, the teacher or staff member should forward the request to the Director of Special Education or designee immediately.

Upon receipt of the request:

1. The Special Education Department acknowledges receipt of formal assessment request in writing.

2. The Special Education Department develops and sends parent/guardian the Assessment Plan ("AP") for signature within 15 calendar days of the date of the written request from the parent/guardian.

    a. The timeline is tolled for school breaks in excess of 5 school days

    b. If the referral is received 10 days or fewer before the end of the school year, then it is due within the first 10 days of the next school year.

3. Once the AP is signed by the parent/guardian and returned to the School, the Special Education Department has 60 calendar days to complete the assessment and hold an Individualized Education Plan ("IEP") meeting.

The Special Education Department will contact the parent/guardian in accordance with the required timelines.

SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

Request for Initial Evaluation

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

1. Such initial evaluation shall consist of assessment(s) to determine whether a student qualifies for special education services within 60 days of receiving parental/guardian consent for the evaluation and to determine the educational needs of the student.
2. Exception- The relevant time frame shall not apply to California Pacific Charter Schools ("CPCS") if:
    a. ~~a student enrolls in CPCS after the relevant timeframe has begun and prior to a determination by the student's previous local educational agency ("LEA") as to whether the student qualifies for special education services but only if CPCS is making sufficient progress to ensure prompt completion of the evaluation, and the parent/guardian and CPCS agree to a specific time when the evaluation will be completed~~; a student enrolls in CPCS after the assessment timeline has already started at another local educational agency ("LEA") and before that LEA has completed the evaluation and determined the student's eligibility for special education services. In these situations, CPCS must make reasonable efforts to complete the evaluation as quickly as possible, and the parent/guardian and CPCS must agree on a timeline for completing the evaluation.
    b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation(s).
    c. the student enrolls in another LEA

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    a. The timeline is tolled for school breaks in excess of 5 school days
    b. If the referral is received 10 days or fewer before the end of the school year, then it is due within the first 10 days of the next school year.

SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

3. Once the AP is signed by the parent/guardian and returned to the School, the Special Education Department has 60 calendar days to complete the assessment and hold an Individualized Education Plan ("IEP") meeting.

The Special Education Department will contact the parent/guardian in accordance with the required timelines.

SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY

The purpose of this policy is to outline the steps that will be taken by California Pacific Charter Schools ("CPCS") Special Education ("SPED") department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation ("IEE") subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency ("LEA") and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area ("SELPA").

Policy and Procedures

Parent/guardian(s) of a student with a disability have the right to an IEE, subject to the provisions of federal and state law, at public expense if they disagree with an evaluation completed by the LEA, and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term "evaluation" includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to CPCS or inform CPCS at an Individualized Education Plan ("IEP") meeting that they:

1. Disagree with the LEA's evaluation, and
2. Are requesting an IEE at public expense, and
3. State which evaluations are in dispute.

CPCS may ask for the parent/guardian(s) reason(s) for disagreeing with CPCS's evaluation, but the parent/guardian is not required to provide those reasons. CPCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by CPCS, this would not be considered an IEE, and CPCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by CPCS and to the withdrawal of the IEE request pending the completion of the new assessment completed by CPCS. CPCS should ask the parent/guardian to either (1) submit their withdrawal of the IEE request in writing, or (2) sign a statement

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confirming they agree to withdraw the request and consent to a new assessment completed by CPCS. .

If the parent/guardian does not agree to another evaluation completed by CPCS, CPCS must respond to the parent/guardian's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. CPCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by CPCS.

Responding to an IEE Request

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by CPCS and requests an IEE at public expense in writing, the following procedures will be followed:

1. CPCS Director of Special Education or designee will be notified.
2. CPCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures, including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

   a. A staff member from another LEA in the SELPA
   b. A staff member from another SELPA
   c. A non-public agency provider
   d. A provider on the SELPA IEE list

3. The parent/guardian(s) will communicate to CPCS, in writing, their preferred option; OR
4. CPCS will determine whether they will initiate due process to establish the

   appropriateness of its evaluation, or proceed with obtaining an IEE.

If CPCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, CPCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If CPCS agrees to provide an IEE at public expense, CPCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively, the parent/guardian may provide, in writing, their preferred evaluator(s). CPCS and the parent/guardian may utilize the Agreement for IEE form, and the parent/guardian will be required to sign a release and exchange of information authorizing CPCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: a CPCS assessment plan is NOT completed because CPCS is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

CPCS may directly contract with the independent evaluator for the IEE. Alternatively, CPCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or CPCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with CPCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian and not exceeding the maximum allowable cost criteria (See Table Below).

If CPCS initiates a due process hearing and the hearing officer issues a final decision finding that the CPCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at CPCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE will be at CPCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than CPCS and shares the IEE with CPCS, the results of the IEE:

1. Must be considered by CPCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and

2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations

for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy and consistent with the criteria that CPCS uses when it initiates an evaluation.

If CPCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the CPCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

CPCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, CPCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

Evaluators will be located within the counties that CalPac serves. If the evaluation is to take place in person, the evaluation will take place within the county of the student's residence. Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications

Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Adapted Physical Education	Adapted Physical Education Teacher
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Auditory Verbal Therapy	Licensed Auditory Verbal Therapist Credentialed Speech/Language Pathologist
Augmentative and Alternative Communication (AAC)	Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Board Certified Behavior Analyst (BCBA) Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist

Central Auditory Processing	Audiologist
Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Deaf and Hard of Hearing	Credentialed Speech/Language Pathologist Licensed Deaf and Hard of Hearing Specialist
Educationally Related Mental Health Services	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Health	Licensed Physician Nurse
Functional Behavioral Assessment (FBA)	School Psychologist Behaviorist Board Certified Behavior Analyst
Functional Vision	Licensed Optometrist Licensed Ophthalmologist Credentialed Teacher of the Visually Impaired
Motor	Licensed Physical Therapist Registered Occupational Therapist

	Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Neuro-psychological	Licensed Clinical Psychologist Licensed Neuropsychologist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Certified Orientation and Mobility Specialist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Transition	Credentialed Special Education Teacher School Psychologist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Vision Perception	Credentialed Special Education Teacher School Psychologist

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that CPCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, communication and correspondence between the evaluator and parent or LEA, and attendance in person or by video at IEP team meetings where the report is being considered. If CPCS is reimbursing the costs to the parent/guardian, it will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the

suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	$2600.00
Adapted Physical Education	$1,500.00
Adaptive Behavior	$600.00
Assistive Technology	$1,500.00
Auditory Acuity or Perception	$1,000.00
Auditory Verbal Therapy	$1,500.00
Augmentative and Alternative Communication (AAC)	$1,800.00
Autism/Behavior (ABA) with observation/data collection	$2,000.00
Central Auditory Processing- (CAPD)	$1,500.00
Deaf and Hard of Hearing- (DHH)	$2,500.00
Educationally Related Mental Health Services (ERMHS)	$1500.00
Functional Behavioral Assessment (FBA)	$2,500.00
Functional Vision	$1,000.00
Health (nurse)	$300.00

Neuro-psychological (cognitive and academic)	$5,000.00
Occupational Therapy (fine/gross motor skills and sensory)	$1,500.00
Orientation and Mobility	$1,500.00
Physical Therapy	$1,500.00
Full Psycho-Educational (rate allowed depends on components tested, such as academic, adaptive behavior, cognition, social-emotional, etc.)	$5,500.00
Speech and Language	$1,500.00
Transition	$2,900.00
Visual Acuity & Perception	$350.00
Visual Processing	$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable CPCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, CPCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s), including, but not limited to, the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy, or

3. An out-of-pocket expense, such as payment of a deductible amount incurred in filing a claim, unless the parent/guardian is willing to have CPCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide the written IEE assessment report(s) to the LEA 5 days prior to the IEP meeting, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices, including dates of assessment, observations, and hourly rates, if applicable, to CPCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other modes of communication unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and must be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control CPCS's determinations and may not be considered if not completed by a qualified professional, as determined by CPCS. CPCS should consider contracting with a separate Non-Public Agency ("NPA") for assessment and services since using the same practitioner for both could compromise the reliability of the assessment performed.

References

Legal Authority:

20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations; Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327;

SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY

34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;

Education Code 56381 Reassessments.

Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements

Education Code 56506(c) Due process rights of pupil and parent

SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY

The purpose of this policy is to outline the steps that will be taken by California Pacific Charter Schools ("CPCS") Special Education ("SPED") department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation ("IEE") subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency ("LEA") and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA ~~of residence~~. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area ("SELPA").

Policy and Procedures

Parent/guardian(s) of a student with a disability have the right to an IEE, subject to the provisions of federal and state law, at public expense if they disagree with an evaluation completed by the LEA, and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term "evaluation" includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to CPCS or inform CPCS at an Individualized Education Plan ("IEP") meeting that they:

1. Disagree with the LEA's evaluation, and
2. Are requesting an IEE at public expense, and
3. State which evaluations are in dispute.

CPCS may ask for the parent/guardian(s) reason(s) for disagreeing with CPCS's evaluation, but the parent/guardian is not required to provide those reasons. CPCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by CPCS, this would not be considered an IEE, and CPCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by CPCS and to the withdrawal of the IEE request pending the completion of the new assessment completed by CPCS. CPCS should ask the parent/guardian to either (1) submit their withdrawal of the IEE request in writing, or (2) sign a statement

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confirming they agree to withdraw the request and consent to a new assessment completed by CPCS. ~~CPCS should ask the parent/guardian to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by CPCS~~.

If the parent/guardian does not agree to another evaluation completed by CPCS, CPCS must respond to the parent/guardian's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. CPCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by CPCS.

Responding to an IEE Request

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by CPCS and requests an IEE at public expense in writing, the following procedures will be followed:

1. CPCS Director of Special Education or designee will be notified.
2. CPCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures, including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

   a. A staff member from another LEA in the SELPA
   b. A staff member from another SELPA
   c. A non-public agency provider
   d. A provider on the SELPA IEE list

3. The parent/guardian(s) will communicate to CPCS, in writing, their preferred option; OR
4. CPCS will determine whether they will initiate due process to establish the

appropriateness of its evaluation, or proceed with obtaining an IEE.

If CPCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, CPCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If CPCS agrees to provide an IEE at public expense, CPCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively, the parent/guardian may provide, in writing, their preferred evaluator(s). CPCS and the parent/guardian may utilize the Agreement for IEE form, and the parent/guardian will be required to sign a release and exchange of information authorizing CPCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: a CPCS assessment plan is NOT completed because CPCS is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

CPCS may directly contract with the independent evaluator for the IEE. Alternatively, CPCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or CPCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with CPCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian and not exceeding the maximum allowable cost criteria (See Table Below).

If CPCS initiates a due process hearing and the hearing officer issues a final decision finding that the CPCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at CPCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE will be at CPCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than CPCS and shares the IEE with CPCS, the results of the IEE:

1. Must be considered by CPCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and

2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that CPCS uses when it initiates an evaluation.

If CPCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the CPCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

CPCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, CPCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

Evaluators will be located within the counties that CalPac serves. If the evaluation is to take place in person, the evaluation will take place within the county of the student's residence. Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Adapted Physical Education	Adapted Physical Education Teacher
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Auditory Verbal Therapy	Licensed Auditory Verbal Therapist Credentialed Speech/Language Pathologist
~~Assistive Technology~~	~~Assistive Technology Specialist~~
Augmentative and Alternative Communication (AAC)	Credentialed Speech/Language Pathologist

Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Board Certified Behavior Analyst (BCBA) Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Central Auditory Processing	Audiologist
Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Deaf and Hard of Hearing	Credentialed Speech/Language Pathologist Licensed Deaf and Hard of Hearing Specialist
Educationally Related Mental Health Services	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Health	Licensed Physician Nurse
Functional Behavioral Assessment (FBA)	School Psychologist Behaviorist Board Certified Behavior Analyst
Functional Vision	Licensed Optometrist Licensed Ophthalmologist Credentialed Teacher of the Visually Impaired
Motor	Licensed Physical Therapist Registered Occupational Therapist

	Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Neuro-psychological	Licensed Clinical Psychologist Licensed Neuropsychologist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Certified Orientation and Mobility Specialist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Transition	Credentialed Special Education Teacher School Psychologist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Vision Perception	Credentialed Special Education Teacher School Psychologist

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that CPCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, communication and correspondence between the evaluator and parent or LEA, and attendance in person or by video at IEP team meetings where the report is being considered. If CPCS is reimbursing the costs to the parent/guardian, it will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the

suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	$2600.00
Adapted Physical Education	$1,500.00
Adaptive Behavior	$600.00
Assistive Technology	$1,500.00
Auditory Acuity or Perception	$1,000.00
Auditory Verbal Therapy	$1,500.00
Augmentative and Alternative Communication (AAC)	$1,800.00
Autism/Behavior (ABA) with observation/data collection	$2,000.00
Central Auditory Processing- (CAPD)	$1,500.00
Deaf and Hard of Hearing- (DHH)	$2,500.00
Educationally Related Mental Health Services (ERMHS)	$1500.00
Functional Behavioral Assessment (FBA)	$2,500.00
Functional Vision	$1,000.00
Health (nurse)	$300.00

Neuro-psychological (cognitive and academic)	$5,000.00
Occupational Therapy (fine/gross motor skills and sensory)	$1,500.00
Orientation and Mobility	$1,500.00
Physical Therapy	$1,500.00
Full Psycho-Educational (rate allowed depends on components tested, such as academic, adaptive behavior, cognition, social-emotional, etc.)	$5,500.00
Speech and Language	$1,500.00
Transition	$2,900.00
Visual Acuity & Perception	$350.00
Visual Processing	$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable CPCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, CPCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s), including, but not limited to, the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy, or

3. An out-of-pocket expense, such as payment of a deductible amount incurred in filing a claim, unless the parent/guardian is willing to have CPCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide the written IEE assessment report(s) to the LEA 5 days prior to the IEP meeting, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices, including dates of assessment, observations, and hourly rates, if applicable, to CPCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other modes of communication unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and must be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control CPCS's determinations and may not be considered if not completed by a qualified professional, as determined by CPCS. CPCS should consider contracting with a separate Non-Ppublic AgencyNonsectarian ("NPA") for assessment and services since using the same practitioner for both could compromise the reliability of the assessment performed.

References

Legal Authority:

20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations; Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327;

SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY

34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;

Education Code 56381 Reassessments.

Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements

Education Code 56506(c) Due process rights of pupil and parent

SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

The purpose of the Certificate of Completion Policy is to develop a non-diploma pathway to graduation, allowing students with Individualized Education Plans ("IEP") who have significant cognitive disabilities, to earn a Certificate of Completion ("COC") from California Pacific Charter Schools ("CPCS") based on federal and state mandates/legislation and California Department of Education ("CDE") requirements. By developing a pathway that requires the same minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation-related activities. The U.S. Department of Education states, "...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class."

California Education Code (EC) Section 51225.31, included in Assembly Bill ("AB") 181, which went into effect on June 30, 2022, and amended through Senate Bill ("SB") 114 on July 10, 2023, SB 141 on September 13, 2023, and again through SB 153 on June 29, 2024, created an Alternative Diploma Pathway for students who qualify for the California Alternative Assessment. The Summary of Education Code 51225.31 is as follows:

Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma by meeting the following criteria as referenced in the student's individualized education program:

- The student is eligible to take the California Alternate Assessment, and
- The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC* Section 51225.31.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. With this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of a similar grade would be eligible to

participate.

The award of the diploma of graduation under *EC* Section 51225.31 does not change or terminate an LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code* and Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*.

As a student's IEP team determines an individual student's eligibility to participate in an alternative assessment, CPCS may use the Alternate Assessment Decision Confirmation Worksheet as the tool provided by the California Department of Education to determine if an alternative assessment and/or the Alternative Diploma Pathway is appropriate for the student.

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)
3. Two courses/years in science, including biological and physical sciences
4. Three courses/years in social studies, including United States history and geography; world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics. *(Note that pursuant to *Education Code* Section 51225.3(a)(1)(H)(ii), commencing with pupils graduating in the 2030-31 school year, a local educational agency may exempt a pupil who completes the below-referenced one-semester personal finance course requirement from this one-semester course in economics requirement.)
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
6. Two courses/years in physical education, unless the pupil has been exempted

pursuant to the provisions of EC Section 51241

7. One semester of Ethnic Studies, commencing with pupils graduating in the 2029–30 school year (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the school district or charter school)

8. One semester of a separate, standalone course in Personal Finance, commencing with pupils graduating in the 2030-31 school year

9. Other coursework adopted by the local governing board of the LEA

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

The purpose of the Certificate of Completion Policy is to develop a non-diploma pathway to graduation, allowing students with Individualized Education Plans ("IEP") who are not able to meet minimum state requirements for a diploma to earn a Certificate of Completion ("COC") from California Pacific Charter Schools ("CPCS") based on federal and state mandates/legislation and California Department of Education ("CDE") requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

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However, students and families who are considering opting for a COC should consider the following limitations that may and/or will apply:

1. A COC is not equivalent to a high school diploma or GED or HiSET graduation equivalency test; it verifies school attendance only.

2. A COC is not usually accepted at higher institutions of learning; most colleges and

trade schools require a high school diploma or its equivalent for entrance.

3. The Armed Services limits the number of COC and GED or HiSET candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch), and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.

4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.

5. To be eligible to receive federal student aid, a student must have a high school diploma, a state recognized high school equivalency credential such as the GED or HiSET, or completion of a secondary school education in a homeschool setting as allowed under state law.

CPCS will ensure that its COC pathway has an effective, research-based curriculum that includes life skills. The curriculum will be provided at a student's independent level with access to grade-level general education curriculum and standards. The total number of credits required for a student working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by CPCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP

2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team

3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.

4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education ("FAPE") eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so until the age of 22. There are two events that end the school's responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). The IEP team will issue notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.

Federal law requires schools to provide "specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability." The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

INSTRUCTION 6075-CPCS

SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

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As a student's IEP team determines an individual student's eligibility to participate in an alternative assessment, CPCS may use~~will use any available tool including but not limited to~~ the Alternate Assessment Decision Confirmation Worksheet as the tool provided by the California Department of Education to determine if an alternative assessment and/or the Alternative Diploma Pathway is appropriate for the student.

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REPEATED COURSES POLICY

California Pacific Charter Schools ("CPCS") adopts this Repeated Courses Policy to apply to all students at CPCS.

California Pacific Charter Schools emphasize student achievement and success. There are times when students do not earn the grade they expect and they need or want to retake the course for a better grade. The School allows students to repeat courses with certain provisions.

Students may repeat failed courses if they earned a grade of D or F. The previous lower grade will be excluded from the grade point average (GPA) calculation, and the associated credits will be reduced to zero, excluding them from the total units required for graduation. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Students may only earn credit for the course once. Courses that have earned a grade of C or better cannot be repeated for higher GPA. Repeated courses will be indicated on the transcript.

The guidelines above are used to calculate the CPCS official GPA. For students applying for college admission, financial aid and various scholarships, a GPA may be reported that is based on criteria different from that used to determine the CPCS Official GPA. Thus, the CPCS Official GPA may not be applicable.

Special Requirements for Repeating Failed A Sections of Year-Long Courses

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

1. All High School Mathematics Courses
2. All CTE courses
3. All Foreign Language Courses
4. Chemistry
5. Physics

INSTRUCTION **6095-CPCS**

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Special Requirements for Repeating Failed A Sections of Year Long Courses

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

1. All High School Mathematics Courses
2. All CTE courses
3. All Foreign Language Courses
4. Chemistry
5. Physics

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

A strong correlation exists between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. California Pacific Charter Schools (CPCS) is committed to student success. In compliance with independent study law and in order to support all students in their academic achievement, CPCS maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending a non-classroom-based charter school can be an exciting educational adventure. However, without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

CPCS provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than a traditional school setting. However, as a provider of public school education, CPCS must comply with state attendance regulations for non-classroom-based charter schools and schools that offer independent study programs.

CONDUCTING AN EVALUATION

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study in the following circumstances: in the event that 10 graded assignments are missed in a learning period (approximately 20 school days) or in the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record, which shall be maintained for a period of three years from the date of the evaluation the pupil transfers to another California public school, the record shall be forwarded to that school.

ATTENDANCE MONITORING, COMMUNICATION, AND NOTIFICATIONS

Online Independent Study Program: The program expectation is that students log in to their online coursework and complete assignments or engage in educational activities each school day. A record of completed assignments/body of work is stored within the learning management system.

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ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, or pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils who are in violation of the written agreement pursuant to subdivision (g) will receive a notification of non-participation. Additionally, failure to complete assignments or engage in educational activities for less than three (3) days in a week will result in a truancy notification.

The Charter School has adopted tiered reengagement strategies, outlined in the School's Independent Study Policy, for all pupils who are in violation of the school's attendance policy or independent study policy. Students who are not attending school in accordance with the Charter School's independent study policy will receive a notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. Notification to parents or guardians of lack of participation or truancy will be provided within one school day of the recording of the absence(s) or lack of participation.

REQUIRED CONFERENCES/MEETINGS

Students placed on attendance contracts will be required to attend a meeting with the homeroom teacher. Failure by the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

ATTENDANCE CONTRACTS

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations.

ATTENDANCE CONTRACT VIOLATIONS

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)** and involuntary removal** from the school's independent study program. This may include an attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer arresting or assuming temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. EC 48263 and 48264.

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

NO SHOW OR NO ATTENDANCE FOR 10 SCHOOL DAYS

If a student enrolls in CPCS's independent study program but never attends, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program. Removal of the student will be expedited if the student is found enrolled in another school in CALPADS.

If a student enrolls in CPCS's independent study program, but at any point, fails to attend for 10 consecutive school days, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program.

ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP

Meetings may be held for pupils who have a Section 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

1. Whether the truancies were a direct manifestation of the student's disability, or
2. Whether the truancies were the direct result of the school's failure to implement the Section 504 Plan or IEP (as applicable).

If the answer to either (1) or (2), above, is yes, then the truancies are a manifestation of the pupil's disability and the school will continue to follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education (FAPE).

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

INVOLUNTARY STUDENT REMOVAL

An evaluation will be conducted by the school's **Student Attendance Review Board (SARB)** for students who are not able to meet expected program attendance or adequate progress requirements to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that a student continues not to meet attendance requirements, despite efforts by the school to support the

student's academic success, the student may be involuntarily removed** from the program. The withdrawal will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with the contact information for their district and county of residence.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the appeal process before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures within the specified five days, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses.

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student, and provided no less than five (5) school days before the effective date of the pupil's removal. The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.

3. If Parent(s)/Guardian or adult student requests a hearing:
    a. It will be scheduled in accordance with the school's expulsion hearing procedures, as outlined in the school's charter.
    b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ATTENDANCE- STUDENT EXPECTATIONS*

a. Students are expected to complete 100% of assigned coursework by the given due date(s).
b. Students are required to log in and to work on assignments in their online courses each school day.
c. Students are required to post in the learning log a brief summary of any work completed on or off line for the day.
d. If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
e. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
f. Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
g. Students must check in with their teachers on a weekly basis via phone, text message, online classroom, or email.
h. Students are required to attend all state testing in person at a designated location.
i. Students are expected to attend all required classes, meetings, and appointments, as determined by the program.
j. Students are expected to attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers.

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to*

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

the system and check the following daily: Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.

ATTENDANCE PROCESS AND TIERED REENGAGEMENT STRATEGIES

In accordance with Education Code Section 51747, CPCS has adopted the following tiered reengagement strategies for the following pupils:

1. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or
2. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to subdivision (g).

In addition to the above-mentioned required tiered reengagement strategies, CPCS also maintains the following attendance process and tiered reengagement strategies for students who generate attendance less than three (3) school days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity.

1. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians or adult students within one school day of the recording of the absence or lack of participation.

2. A second violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a second truancy notification and warning of issuance of an academic contract.

3. A third violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a third truancy notification and issuance of an attendance contract.

4. Students who are issued an attendance contract are required to meet with their homeroom teacher to discuss additional supports and interventions that can lead to expected school attendance in the independent study program.

5. Continued truancy and violation of an attendance contract will result in a fourth trancy notification and notification of violation of the attendance contract. A fourth truancy and violation of an attendance contract requires a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)**, which may result in an involuntary removal of the student from the independent study program.

6. A fifth violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in notification of an attendance evaluation by the school's **Student Attendance Review Board (SARB)**. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. The purpose of the attendance evaluation is to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the school's attendance evaluation determines that the student has failed to meet program attendance expectations, despite efforts made by the school to support the student's academic success, the student may be involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program.

7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP.

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

A strong correlation exists between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. California Pacific Charter Schools (CPCS) is committed to student success. In compliance with independent study law and in order to support all students in their academic achievement, CPCS maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending a non-classroom-based~~non-classroom-based~~ charter school can be an exciting educational adventure. However, without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

CPCS provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than a traditional school setting. However, as a provider of public school education, CPCS must comply with state attendance regulations for non-classroom-based~~non-classroom-based~~ charter schools and schools that~~who~~ offer independent study programs.

CONDUCTING AN EVALUATION

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study in the following circumstances: in the event that 10 graded assignments are missed in a learning period (approximately 20 school days) or in the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record, which shall be maintained for a period of three years from the date of the evaluation~~ and. If, if~~ the pupil transfers to another California public school, the record shall be forwarded to that school.

ATTENDANCE MONITORING, COMMUNICATION, AND NOTIFICATIONS

Online Independent Study Program: The program expectation is that students log in~~log in~~ to their online coursework and complete assignments or engage in educational activities each school day. A record of completed assignments/body of work is stored within the learning management system.

Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, or pupils found not participatory in synchronous instructional offerings for more than 50 percent

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils who are in violation of the written agreement pursuant to subdivision (g) will receive a notification of non-participation. Additionally, failure to complete assignments or engage in educational activities for less than three (3) days in a week will result in a truancy notification.

The Charter School has adopted tiered reengagement strategies, outlined in the School's Independent Study Policy, for all pupils who are in violation of the school's attendance policy or independent study policy. Students who are not attending school in accordance with the Charter School's independent study policy will receive a notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. Notification to parents or guardians of lack of participation or truancy will be provided within one school day of the recording of the absence(s) or lack of participation.

REQUIRED CONFERENCES/MEETINGS

Students placed on attendance contracts will be required to attend a meeting with the homeroom teacher. Failure by the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

ATTENDANCE CONTRACTS

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations.

ATTENDANCE CONTRACT VIOLATIONS

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)** and involuntary removal** from the school's independent study program. This may include an attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer arresting or assuming temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. EC 48263 and 48264.

NO SHOW OR NO ATTENDANCE FOR 10 SCHOOL DAYS

If a student enrolls in CPCS's independent study program but never attends, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program. Removal of the student will be expedited if the student is found enrolled in another school in CALPADS.

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ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

If a student enrolls in CPCS's independent study program, but at any point, fails to attend for 10 consecutive school days, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program.

ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP

Meetings may be held for pupils whothat have a Sectionsection 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

1. Whether the truancies were a direct manifestation of the student's disability,; or
2. Whether the truancies were the direct result of the school's failure to implement the Sectionsection 504 Plan or IEP (as applicable).

If the answer to either (1) or (2), above, is yes, then the truancies are a manifestation of the pupil's disability and the school will continue to follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education (FAPE).

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

INVOLUNTARY STUDENT REMOVAL~~/WITHDRAW~~

An evaluation will be conducted by the school's **Student Attendance Review Board (SARB)** for students who are not able to meet expected program attendance or adequate progress requirements to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that a student continues not to~~to not~~ meet attendance requirements, despite efforts by the school to support the student's academic success, the student may be involuntarily removed** from the program. The withdrawal~~withdraw~~ will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with the contact information for their district and county of residence~~their district and county of residence's contact information~~.

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ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the appeal process before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures within the specified five days, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses.

APPEAL HEARING

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student, and provided no less than five (5) school days before the effective date of the pupil's removal. The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
    a. It will be scheduled in accordance with the school's expulsion hearing procedures,~~following the school's expulsion hearing procedures~~ as outlined in the school's charter.
    b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

ATTENDANCE- STUDENT EXPECTATIONS*

a. Students are expected to complete 100% of assigned coursework~~course work~~ by the given due date(s).

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ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

b. Students are required to log in and to work on assignments in their online courses each school day. **
c. Students are required to post in the learning log a brief summary of any work completed on or off line for the day.
d. If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
e. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
f. Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
g. Students must check in with their teachers on a weekly basis via phone, text message, online classroom, or email.
h. Students are required to attend all state testing in person at a designated location.
i. Students are expected to attend all required classes, meetings, and appointments, as determined by the program.
j. Students are expected to attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers.

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

¶

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

ATTENDANCE PROCESS AND TIERED REENGAGEMENT STRATEGIES

In accordance with Education Code Section 51747, CPCS has adopted the following tiered reengagement strategies for the following pupils:

1. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or
2. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to subdivision (g).

In addition to the above-mentioned~~above mentioned~~ required tiered reengagement strategies, CPCS also maintains the following attendance process and tiered reengagement strategies for students who generate attendance less than three (3) school days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity.

ATTENDANCE AND INVOLUNTARY REMOVAL POLICY

1. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians or adult students within one school day of the recording of the absence or lack of participation.

2. A second violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a second truancy notification and warning of issuance of an academic contract.

3. A third violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a third truancy notification and issuance of an attendance contract.

4. Students who are issued an attendance contract are required to meet with their homeroom teacher to discuss additional supports and interventions that can lead to expected school attendance in the independent study program.

5. Continued truancy and violation of an attendance contract will result in a fourth trancy notification and notification of violation of the attendance contract. A fourth truancy and violation of an attendance contract requires a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)**, which may result in an involuntary removal of the student from the independent study program.

6. A fifth violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in notification of an attendance evaluation by the school's **Student Attendance Review Board (SARB)**. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. The purpose of the attendance evaluation is to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the school's attendance evaluation determines that the student has failed to meet program attendance expectations, despite efforts made by the school to support the student's academic success, the student may be involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program.

7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP.

TK - 12TH GRADE REPORT CARD POLICY

California Pacific Charter Schools ("CPCS" or "Charter School") adopts this TK - 12th Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in the California Education Code.

Purpose

The purpose of this policy is to establish consistent grading and report card practices that accurately communicate student progress toward academic standards, ensure fairness and consistency across grade levels, and comply with applicable California Education Code.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] ***(Article 3 enacted by Stats. 1976, Ch. 1010.)*** **49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

METHODS OF EVALUATION

TK - 2nd Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies, and physical education) is evaluated using the following criteria:
    a. Observation
    b. Graded student work
    c. Assessments and benchmarks, including lesson and unit quizzes and tests
    d. Completion progress of online coursework
    e. Professional judement
2. Student's overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:

4 - Mastered: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student produces outstanding work with little help or reteaching.

3 - Proficient*: Student consistently understands the standards, concepts, and skills taught during this reporting period. Student meets grade-level expectations and can complete assignments with an appropriate amount of instruction and assistance.

2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. Or there is insufficient data (work completed/progress made) to determine an understanding of the standards, concepts, and skills taught during this reporting period.

**A student who earns a "3" is considered at grade level. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.*

3. Student's overall academic performance will be graded Pass/Fail for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

3rd - 12th Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies, and high school-specific courses) is evaluated using the following criteria:
    a. Observation
    b. Graded student work
    c. Assessments and benchmarks, including lesson and unit quizzes and tests, essays, and projects
    d. Completion progress of online coursework
    e. Professional judgment
2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

TK - 12TH GRADE REPORT CARD POLICY

Outstanding performance in mastering of the subject. Achievement of superior quality.

97 - 100 = A+
93 - 96 = A
90 - 92 = A-

Consistent performance in achievement beyond the usual requirement. Achievement of high quality.

87 - 89 = B+
83 - 86 = B
80 - 82 = B-

Performance meets grade level standards and expectations. Achievement suggests sufficient understanding of the subject/course.

77 - 79 = C+
73 - 76 = C
70 - 72 = C-

Minimally acceptable performance of course-level material. Achievement suggests below average understanding.

67 - 69 = D+
63 - 66 = D
60 - 62 = D-

Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.

59 and below = F

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

TK - 12TH GRADE REPORT CARD POLICY

**CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

***Credits are only awarded for high school courses. Credit is granted only for courses earning a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses shall receive GPA weighting consistent with current UC/CSU approved weighting practices.*

CHALLENGING REPORT CARD GRADES/TRANSCRIPTS

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

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

A mark of Incomplete ("I") may be assigned when a student is unable to complete required coursework due to documented extenuating circumstances approved by the teacher or administration. Incomplete grades are temporary and must be resolved within timelines established by the School.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] ***(Article 3 enacted by Stats. 1976, Ch. 1010.)*** **49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

Appeal Process

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for

issuing a revised report card/transcript where it is deemed appropriate.
Requests for grade corrections must be submitted within one year of the course start date. Approved corrections shall be processed in accordance with this Policy.

TK - 12TH GRADE REPORT CARD POLICY

California Pacific Charter Schools ("CPCS" or "Charter School") adopts this TK - 12th Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in the California Education Code.

Purpose

The purpose of this policy is to establish consistent grading and report card practices that accurately communicate student progress toward academic standards, ensure fairness and consistency across grade levels, and comply with applicable California Education Code.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] ***(Article 3 enacted by Stats. 1976, Ch. 1010.)*** **49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

METHODS OF EVALUATION

TK - 2nd Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies, and physical education) is evaluated using the following criteria:
    a. Observation
    b. Graded student work
    c. Assessments and benchmarks, including lesson and unit quizzes and tests
    d. Completion progress of online coursework
    e. Professional judgement
2. Student's overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives

parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:

4 - Mastered: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student produces outstanding work with little help or reteaching.

3 - Proficient*: Student consistently understands the standards, concepts, and skills taught during this reporting period. Student meets grade-level expectations and can complete assignments with an ~~grade level expectations, and can complete assignments with~~ appropriate amount of instruction and assistance.

2 - Approaching Proficiency: Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. Or there is insufficient data (work completed/progress made) to determine an understanding of the standards, concepts, and skills taught during this reporting period.~~..~~

**A student who earns a "3" is considered at grade level. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.*

3. Student's overall academic performance will be graded Pass/Fail ~~value~~ for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

3rd - 12th Grade

1. Student's overall academic performance in each area (ELA, math, science, social studies, and high school-specific~~school specific~~ courses~~-~~) is evaluated using the following criteria:
    a. Observation
    b. Graded student work
    c. Assessments and benchmarks, including lesson and unit quizzes and tests, essays, and projects
    d. Completion progress of online coursework

e. Professional judgement

2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

Outstanding performance in mastering of the subject. Achievement of superior quality.

97 - 100 = A+
93 - 96 = A
90 - 92 = A-

Consistent performance in achievement beyond the usual requirement. Achievement of high quality.

87 - 89 = B+
83 - 86 = B
80 - 82 = B-

Performance meets grade level standards and expectations. Achievement suggests sufficient understanding of the subject/course.

77 - 79 = C+
73 - 76 = C
70 - 72 = C-

Minimally acceptable performance of course-level~~course level~~ material. Achievement suggests below average understanding.

67 - 69 = D+
63 - 66 = D
60 - 62 = D-

Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.

59 and below = F

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

   **CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

   ***Credits are only awarded for high school courses. Credit is granted only for courses earning a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses shall receive GPA weighting consistent with current UC/CSU approved weighting practices. ~~Credits are only awarded to high school courses. Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses are weighted per UC/CSU policy.~~*

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CHALLENGING REPORT CARD GRADES/TRANSCRIPTS

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

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

A mark of Incomplete ("I") may be assigned when a student is unable to complete required coursework due to documented extenuating circumstances approved by the teacher or administration. Incomplete grades are temporary and must be resolved within timelines established by the School.

California Education Code

ARTICLE 3. General Provisions [49062 - 49069.5] ***(Article 3 enacted by Stats. 1976, Ch. 1010.)*** **49066.**

TK - 12TH GRADE REPORT CARD POLICY

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

Appeal Process

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised report card/transcript where it is deemed appropriate.

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

INSTRUCTION 6210-CPCS

GRADUATION POLICY

California Pacific Charter Schools believe that graduation represents the successful completion of a rigorous course of study that prepares students for college, career, military service, and civic life. The Charter School is committed to providing students with the academic support, guidance, and flexibility necessary to meet graduation requirements while recognizing that some students may qualify for alternative pathways established under California law.

The purpose of this policy is to establish the graduation requirements, diploma pathways, and related procedures for all high school students enrolled at California Pacific Charter Schools. Graduation requirements are designed to ensure students have demonstrated sufficient academic achievement while providing equitable access to a high school diploma for students with unique educational circumstances.

California Pacific Charter Schools and its schools: California Pacific Charter - Los Angeles, California Pacific Charter - San Diego, California Pacific Charter - Sonoma ("CPCS" or "Charter School") adopt this Graduation Policy to apply to all high school students at CPCS.

Course Requirements

Charter School students are expected to meet the graduation requirements as stated below:

Subject	Traditional	Credit Recovery (Reduced Credit)	AB167 (Homeless & Foster Youth)
English	40	30	30
Mathematics	20	20	20
Life Science	10	10	10
Physical Science	10	10	10
Visual/Performing Arts OR CTE OR Foreign Language	10	10	10
World History	10	10	10
American History	10	10	10
American Government	5	5	5
Economics	5	5	5
Physical Education	20	20	20
Electives	80	30	0
TOTAL	**220**	**160**	**130**

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of

course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Early Graduation

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits.
2. Students must request early graduation in advance and sign the early graduation form along with a parent/guardian.
3. Students met the requirements to be deemed "Prepared" by the College/Career Indicators in one of the six following ways:
    a. Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
    b. Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
    c. Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
    d. State Seal of Biliteracy (SSB): awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better, plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
        ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects, where college credits are awarded for each course
        iii. Score of 3 on one AP exam
        iv. Completion of CTE Pathway
    e. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course, plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
        ii. Level 3 or higher in mathematics and at least a Level 2 in ELA
        iii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
        iv. Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

GRADUATION POLICY

Reduced Requirements for Credit Deficient Students

California Pacific Charter Schools serve a number of students who are credit-deficient. Charter School uses the Credit Recovery program to remediate credits, with the goal of all students completing the traditional diploma program (220 credits). Some students are so behind in credits that they cannot earn 220 credits in four years of high school. The California minimum graduation requirement is 130 credits. Charter School offers a 160-credit reduced-credit pathway for students entering their 12th-grade year with 120 credits or fewer. This also applies to any 5th-year senior. An administrator can also approve the reduced-credit pathway for students with extraordinary circumstances that will impede their ability to earn 220 credits in four years of high school. Students must be identified prior to entering their senior year or immediately upon enrollment in Charter School.

If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

Reduced Requirements for Foster and Highly Mobile Students

Charter School recognizes that certain students are at risk of not completing high school due to educational interruptions and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school, will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth

year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies, Education for Homeless Youth and Education for Foster Youth, are available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any necessary individual accommodations, for measuring the student's academic achievement and functional performance in daily instruction and on state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities.

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student continues to have access to special education-related supports and

services until the student meets the Charter School's criteria to receive a high school diploma or until age 22.

Diploma Pathway for Students Who Qualify for the California Alternate Assessment

In alignment with Education Code (EC) Sections 51225.31 and 51225.32, the Board adopts the following policy regarding alternate diploma pathways for eligible students with disabilities.

Students with exceptional needs who were enrolled in grade 9 or higher in the 2022–23 school year or later may graduate from high school through an alternate diploma pathway by meeting the following criteria as specified in their individualized education program (IEP):

1. The student is eligible to participate in the California Alternate Assessment (CAA), pursuant to IEP team determination and criteria outlined by the California Department of Education.
2. The student completes state standards-aligned coursework that meets the statewide course requirements outlined in EC Section 51225.3.

The Charter School must exempt students who meet the criteria above from all local coursework and other requirements that exceed statewide graduation requirements. (EC 51225.31)

Upon meeting the criteria above and completing the required statewide coursework, the student shall be awarded a high school diploma. Such students may participate in all graduation ceremonies and related school activities alongside peers of the same age and grade level.

The awarding of a diploma under EC Sections 51225.31 and 51225.32 shall not be construed as terminating the student's right to receive a free appropriate public education ("FAPE"). The district's obligation to provide FAPE continues until the student either reaches age 22 or is determined by the IEP team, including the student and their parent/guardian, to have completed their high school experience, whichever comes first.

This provision aligns with Title 20, Section 7801(23)(A)(ii)(I)(bb) of the United States Code and Title 34, Section 300.102(a)(3) of the Code of Federal Regulations.

The Charter School will assist parents with selecting a graduation pathway that best suits their child's needs through the IEP process.

Whether a student receives a certificate of completion or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

High School Equivalency Examination (HiSET)

The California High School Proficiency Examination (CHSPE) has been discontinued and replaced by the High School Equivalency Test (HiSET). The HiSET is a state-approved

assessment that allows individuals to demonstrate high school-level academic skills. Successful completion of the HiSET results in a California High School Equivalency Certificate, which is legally equivalent to a high school diploma under California law. However, this certificate does not indicate completion of all coursework required for high school graduation. Students intending to pursue postsecondary education should consult with prospective institutions to understand specific admission requirements and whether the equivalency certificate meets those criteria.

Eligibility to take the HiSET in California generally requires individuals to be 18 years of age or older. Seventeen-year-olds may also be eligible under certain conditions, such as being within 60 days of their 18th birthday or meeting specific criteria outlined by the California Department of Education. There is no upper age limit, and high school enrollment is not required to take the exam.

The HiSET comprises five subject areas: Language Arts—Reading, Language Arts—Writing, Mathematics, Science, and Social Studies. The exam is available in both paper-based and computer-based formats and is administered at various testing centers throughout California. Fees are associated with the exam; however, fee waivers are available to eligible individuals, including homeless and foster youth under 25, upon submission of the required documentation.

Charter School will distribute an annual announcement to students in grades eleven and twelve regarding the availability of the HiSET. This notification will be provided in a timely manner to ensure interested students have sufficient opportunity to meet all examination registration requirements for the fall testing period.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular graduation diploma awarded by Charter School.

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully failed to return upon demand of an employee any property loaned to the student, and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian is unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

GRADUATION POLICY

Charter School's graduation ceremony and related activities (e.g., grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.

2. Completion of sufficient credits to satisfy the minimum required credits by the end of the summer session, and have enrolled in the appropriate summer session classes.

3. Eligibility for a Certificate of Completion, consistent with this Policy.

4. Eligibility for the Diploma Pathway for Students Who Qualify for the California Alternate Assessment, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizenship consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable, their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privileges are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as a cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as adornment at the graduation ceremony, in addition to, but not instead of, the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

INSTRUCTION 6210-CPCS

GRADUATION POLICY

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Physical Education	20	20	20
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TOTAL	**220**	**160**	**130**

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of

course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

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        i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
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If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

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Highly mobile youth includes a student in foster care, a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, ~~student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is~~ a migratory child, or a student participating in a newcomer program.

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GRADUATION POLICY

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies, Education for Homeless Youth and Education for Foster Youth, are available upon request at the main office.

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No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities.

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student continues to have access to special education-related supports and services until the student meets the Charter School's ~~criteria~~ ~~forwill continue to have access to special education-relatededucation related supports and services until the student meets the Charter School's criteria to receive~~ a high school diploma or until age 22.

Diploma Pathway for Students Who Qualify for the California Alternate Assessment

In alignment with Education Code (EC) Sections 51225.31 and 51225.32, the Board adopts the following policy regarding alternate diploma pathways for eligible students with disabilities.

Students with exceptional needs who were enrolled in grade 9 or higher in the 2022–23 school year or later may graduate from high school through an alternate diploma pathway by meeting the following criteria as specified in their individualized education program (IEP):

1. The student is eligible to participate in the California Alternate Assessment (CAA), pursuant to IEP team determination and criteria outlined by the California Department of Education.
2. The student completes state standards-aligned coursework that meets the statewide course requirements outlined in EC Section 51225.3.

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Upon meeting the criteria above and completing the required statewide coursework, the student shall be awarded a high school diploma. Such students may participate in all graduation ceremonies and related school activities alongside peers of the same age and grade level.

The awarding of a diploma under EC Sections 51225.31 and 51225.32 shall not be construed as terminating the student's right to receive a free appropriate public education ("FAPE"). The district's obligation to provide FAPE continues until the student either reaches age 22 or is determined by the IEP team, including the student and their parent/guardian, to have completed their high school experience, whichever comes first.

This provision aligns with Title 20, Section 7801(23)(A)(ii)(I)(bb) of the United States Code and Title 34, Section 300.102(a)(3) of the Code of Federal Regulations.

The Charter School will assist parents with selecting a graduation pathway that best suits their child's

needs through the IEP process.

Whether a student receives a certificate of completion~~;~~ or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

High School Equivalency Examination (HiSET)

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Eligibility to take the HiSET in California generally requires individuals to be~~includes individuals who are~~ 18 years of age or older. Seventeen-year-olds may also be eligible under certain conditions, such as being within 60 days of their 18th birthday or meeting specific criteria outlined by the California Department of Education. There is no upper age limit, and high school enrollment is not required to take~~current enrollment in high school is not a prerequisite for taking~~ the exam.

The HiSET comprises five subject areas: Language Arts—Reading, Language Arts—~~—~~Writing, Mathematics, Science, and Social Studies. The exam is available in both paper-based and computer-based formats and is administered at various testing centers throughout California. Fees are associated with the exam; however, fee waivers are available to eligible individuals, including homeless and foster youth under ~~for eligible individuals, including homeless and foster youth under the age of~~ 25, upon submission of the required documentation.

Charter School will distribute an annual announcement to students in grades eleven and twelve regarding the availability of the HiSET. This notification will be provided in a timely manner to ensure interested students have sufficient opportunity to meet all examination registration requirements for the fall testing period.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular graduation diploma~~diploma of graduation~~ awarded by Charter School.

Withholding a Diploma

GRADUATION POLICY

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully failed to return~~not returned~~ upon demand of an employee any property loaned to the student, and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian is~~are~~ unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

Charter School's graduation ceremony and related activities (e.g., grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.

2. Completion of sufficient credits to satisfy the minimum required credits by the end of the summer session and have enrolled in the appropriate summer session classes.

3. Eligibility for a Certificate of Completion, consistent with this Policy.

4. Eligibility for the Diploma Pathway for Students Who Qualify for the California Alternate Assessment, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizenship~~citizen~~ consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privileges~~privilege(s)~~ are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

GRADUATION POLICY

The Superintendent or designee may require graduating students to wear ceremonial attire, such as a cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as adornment at the graduation ceremony, in addition to, but not instead of, ~~an adornment at the graduation ceremony, in addition to but not instead of~~ the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

BOARD POLICIES AND PROCEDURES 9100-CPCS

ORGANIZATION

Each year in or around December, the Board of Directors (Board) shall hold an annual organizational meeting.

At this meeting the Board shall:

1. Elect a chair of the Board and a clerk and/or vice chair from its members
2. Appoint the Superintendent/CEO or the Superintendent/CEO's designee as secretary to the Board
3. Authorize signatures
4. Designate board representatives to serve on committees or commissions of the non-profit corporation, other public agencies, or organizations with which the non-profit corporation partners or collaborates
5. Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities, including, but not limited to, governance standards, meeting protocols, board rules and bylaws, and other board development materials
6. Each current board member that will be continuing their term to serve on the Board and any new board members will sign the code of ethics.

Election of Officers

The election of board officers shall be conducted during an open session of the annual organizational meeting. The Board shall, each year, elect its entire slate of officers with the consent of the member to accept the position. The Board chair may serve in this position for up to three years, and may serve additional terms with the consent of the board members.

Appointment of Board Members

In any year in which a vacancy will occur, the Board will solicit applications to fill the vacancy. The Board will establish an ad hoc nominating committee to review applications and submit candidates for the Board's consideration in accordance with the timelines set forth in the Bylaws. Applicant(s) approved by the ad hoc nominating committee will be presented to the Board during an open session. Upon majority vote by the Board, the selected candidate(s) will be appointed to an initial five (5) year term.

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Coversheet

Approval of Zoom (Renewal)

Section: VIII. Education/Student Services
Item: A. Approval of Zoom (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: Zoom 2026-27 (Renewal).pdf

BACKGROUND:

California Pacific Charter Schools uses Zoom as a primary platform for virtual meetings, instructional delivery, and administrative collaboration. The platform supports CalPac's online instructional model by facilitating communication and engagement among students, families, staff, and school leadership.

The updated Zoom Workplace for Education Enterprise Plus contract expands CalPac's access to 119 licenses, increases meeting and webinar capacity, unlimited cloud recording, Zoom Docs, Zoom Scheduler, Whiteboard Plus, and other instructional and collaboration tools.

RECOMMENDATION:

It is recommended the Board approve the Zoom (Renewal) for California Pacific Charter Schools - Sonoma
(#2037), San Diego (#1758), and Los Angeles (#1751).

Account Number: 50968532
Order Form Number: Q4119943
Valid Until: 08/15/2026

Zoom Communications, Inc. ('Zoom')
55 Almaden Blvd, 6th Floor
San Jose, CA

Billed To	Sold To
Customer: CalPac **Account Legal Name:** CalPac *** **Contact Name:** Daisy Carlos **Address:** 940 S COAST DR #185 #185 #185 COSTA MESA,California 92626, United States **Email Address:** dcarlos@cal-pacs.org **Phone:** 19496887798	**Customer:** CalPac **Account Legal Name:** CalPac *** **Contact Name:** Daisy Carlos **Address:** 940 S COAST DR #185 #185 #185 COSTA MESA,California 92626, United States **Email Address:** dcarlos@cal-pacs.org **Phone:** 19496887798
Auto Renew: No **Initial Paid Subscription Term:** 12 Months **Paid Period Start Date:** 09/09/2026	**Billing Method:** Email **Currency:** USD **Payment Term:** Net 30

This Zoom Order Form and any other Order Forms that reference this Order Form are governed by the Zoom Terms of Service found at https://explore.zoom.us/en/terms/ (unless Customer and Zoom have entered a written governing Master Subscription Agreement, in which case such written agreement will govern).

SERVICE	BILLING PERIOD	QUANTITY	PRICE	TOTAL
Zoom Workplace for Education Enterprise Plus Annual	Annual	119	USD 180.00	USD 21,420.00
Zoom Phone Pay As You Go	Month	1	USD 0.00	USD 0.00
Zoom Phone Monthly Usage - overage fee	Month	NA	USD 1.0000	NA

(Before Taxes) Annual Payment:	USD 21,420.00

Payment Schedule Summary (Before Taxes)
First Payment: USD 21,420.00

Other Terms & Notes
Zoom One is rebranding to Zoom Workplace! This new name does not impact your services.

Special Notes:

Other:
Named Host - means any licensed host who may host an unlimited number of meetings, one meeting at a time, during the Term using the Service. Any meeting will have at least one Named Host. Unless Customer has purchased an extended capacity, the number of participants (participants do not require a license) will not exceed 300 per meeting. Named Host license may not be shared or used by anyone other than the individual to whom the Named Host license is assigned.
Zoom Workplace For Education Enterprise Plus: Zoom Workplace For Education Enterprise Plus Named Host Plan includes 1000 Meeting capacity, 1000 Zoom Webinars Plus attendee capacity (includes Webinar), unlimited Cloud Recording Storage for Meetings, Zoom Room and Conference Room Connector (at a 1:1 ratio), Zoom Scheduler, Workspace Reservation, Zoom Phone Pro, Common Area Phone, Customer Engagement Pack, Customer Managed Key, unlimited Whiteboard Plus, Zoom Canvas, Zoom Tasks, Zoom Hub, Custom Avatars, ZoomMate and Translated Captions. This plan requires a site-wide license.

Country or region availability for Zoom Phone is listed on Zoom's website and is subject to change (see https://explore.zoom.us/docs/en-us/zoomphone/global-coverage.html).
Fees - The fees for the Services, if any, are described in the Order Form. The actual fees may also include overage amounts or per use charges for audio and/or cloud recording in addition to the fees in the Order, if such use is higher than the amounts described in the Order, and you agree to pay these amounts or charges if you incur them. Invoicing for Services begins on the first day that the service is available for use by the Customer and monthly there after for the duration Term, except for annual pre-pay option which is invoiced once in the first month of the annual term. Amendment orders will co-term with the existing subscription term end date. Invoices are pro-rated from paid period start date to base subscription end date. Purchase order, if any, issued in connection with this order should reference the above order form number. Commitments not utilized by the Customer during the month for which they are committed may not be carried forward into any subsequent month or term. All invoices for the subscription Services listed herein will be provided to the Customer via the billing email address associated with the corresponding Zoom Account.

All prices shown for Zoom services are exclusive of taxes and fees. The terms 'taxes' and 'fees' include but are not limited to: US state and local taxes, VAT, GST, HST, JCT, any other consumption based taxes, Digital Service Taxes, Universal Service Fund, or other telecom regulatory fees and Withholding Taxes that may apply upon making payments to Zoom. Any taxes that apply will be based on the prevailing rates in place at the time of invoicing.

If you are exempt from any of these taxes or fees, please submit your exemption documentation online through the Billing Management section of your account. The document will be reviewed and if approved, will exempt you from all applicable taxes.

Regulatory telecommunications fees, such as USF or any similar foreign fee, will apply to Zoom Phone services and details of taxes and fees will be included in issued invoices.

Professional Services, if purchased, will be presented in a separate Order Form.

Zoom Phone Rates

Zoom Phone Table Format: Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status

Y means Zoom Phone for country is Enabled upon provisioning

N means Zoom Phone for country is Not Enabled upon provisioning

Note: All rates shown are per call, per minute. Calls are billed in 60 second intervals.

Toll-Free Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
	ANTIGUA AND BARBUDA | 1.0218 $ | 1.0486 $ | 0 $ | Y ARGENTINA | 0.1156 $ | 0.5623 $ | 0 $ | Y AUSTRIA | 0.0501 $ | 0.2300 $ | 1.0235 $ | Y BULGARIA | 0.1186 $ | 0.8406 $ | 0 $ | Y BOLIVIA (PLURINATIONAL STATE OF) | 0.5155 $ | 0.8003 $ | 0 $ | Y BONAIRE, SINT EUSTATIUS AND SABA | 0.7028 $ | 0.7028 $ | 0 $ | Y BOTSWANA | 0.4360 $ | 0.9398 $ | 0 $ | Y COCOS (KEELING) ISLANDS | 0.4552 $ | 0 $ | 0 $ | Y CONGO | 1.4000 $ | 1.4000 $ | 1.4000 $ | Y SWITZERLAND | 0.3694 $ | 0.7011 $ | 1.0331 $ | Y CUBA | 3.0799 $ | 5.6543 $ | 0 $ | Y CURAÇAO | 0.2813 $ | 0.7028 $ | 0 $ | Y CHRISTMAS ISLAND | 0.4552 $ | 0 $ | 0 $ | Y CYPRUS | 0.0953 $ | 0.2861 $ | 0 $ | Y GERMANY | 0.0353 $ | 0.1434 $ | 0.7211 $ | Y DOMINICAN REPUBLIC | 0.1716 $ | 0.3824 $ | 0 $ | Y ALGERIA | 0.3773 $ | 2.1167 $ | 0 $ | Y ECUADOR | 0.5392 $ | 0.7572 $ | 0 $ | Y

WESTERN SAHARA | 0.5182 $ | 0 $ | 0 $ | Y
SPAIN | 0.0381 $ | 0.1832 $ | 0.6374 $ | Y
FINLAND | 0.8584 $ | 0.8640 $ | 0 $ | Y
GRENADA | 1.0196 $ | 1.2758 $ | 0 $ | Y
GREECE | 0.0911 $ | 0.3357 $ | 0 $ | Y
HONG KONG SAR | 0.0863 $ | 0.1333 $ | 0 $ | Y
INDONESIA | 0.1486 $ | 0.2407 $ | 0 $ | Y
ISRAEL | 0.0639 $ | 0.1161 $ | 0 $ | Y
INDIA | 0.0915 $ | 0.0837 $ | 0 $ | Y
IRAN | 1.2762 $ | 1.3672 $ | 0 $ | Y
JORDAN | 0.6552 $ | 0.8567 $ | 0 $ | Y
KENYA | 0.9342 $ | 0.7235 $ | 0 $ | Y
CAYMAN ISLANDS | 0.7259 $ | 0.4934 $ | 0 $ | Y
KAZAKHSTAN | 0.3587 $ | 0.6853 $ | 0 $ | Y
SAINT LUCIA | 0.9581 $ | 0.5276 $ | 0 $ | Y
MALAYSIA | 0.1001 $ | 0.0918 $ | 0 $ | Y
NETHERLANDS | 0.0913 $ | 0.4453 $ | 1.3658 $ | Y
NEW ZEALAND | 0.0567 $ | 0.2556 $ | 0 $ | Y
OMAN | 0.5335 $ | 1.1352 $ | 0 $ | Y
PANAMA | 0.0485 $ | 0.9940 $ | 0 $ | Y
PHILIPPINES | 0.5808 $ | 0.7074 $ | 0 $ | Y
POLAND | 0.1370 $ | 0.3728 $ | 0 $ | Y
PORTUGAL | 0.0260 $ | 0.1545 $ | 0.6336 $ | Y
RÉUNION | 0.3569 $ | 0.6072 $ | 0 $ | Y
ROMANIA | 0.0812 $ | 0.2815 $ | 0 $ | Y
RUSSIAN FEDERATION | 0.1054 $ | 0.8892 $ | 0 $ | Y
SATELLITE - AEROMOBILE | 0 $ | 44.8179 $ | 0 $ | Y
SUDAN | 1.4455 $ | 1.4742 $ | 0 $ | Y
SATELLITE - EMSAT | 0 $ | 21.0161 $ | 0 $ | Y
SINGAPORE | 0.0329 $ | 0.0335 $ | 0 $ | Y
SLOVENIA | 0.1855 $ | 1.1228 $ | 0 $ | Y
SATELLITE - INMARSAT-AERO | 0 $ | 29.5946 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN-HSD | 0 $ | 38.1728 $ | 0 $ | Y
SATELLITE - INMARSAT-B-HSD | 0 $ | 48.2519 $ | 0 $ | Y
SATELLITE - INMARSAT-M4-HSD | 0 $ | 43.9628 $ | 0 $ | Y
SATELLITE - INMARSAT-MINI M | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT-B | 0 $ | 37.3146 $ | 0 $ | Y
SATELLITE - INMARSAT-M | 0 $ | 11.3661 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN | 0 $ | 29.5946 $ | 0 $ | Y
SATELLITE - MCP | 0 $ | 12.2242 $ | 0 $ | Y
SATELLITE - GLOBALSTAR | 0 $ | 16.0838 $ | 0 $ | Y
SATELLITE - IRIDIUM | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT | 0 $ | 36.0284 $ | 0 $ | Y
SATELLITE - THURAYA | 0 $ | 28.7368 $ | 0 $ | Y
UKRAINE | 0.5868 $ | 1.0755 $ | 0 $ | Y
URUGUAY | 0.2285 $ | 0.8432 $ | 0 $ | Y
HOLY SEE (VATICAN CITY) | 0.0082 $ | 0 $ | 0 $ | Y
VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0518 $ | 0.2809 $ | 0 $ | Y
VIRGIN ISLANDS (U.S.) | 0.9646 $ | 1.5308 $ | 0 $ | Y
ASCENSION ISLAND | 1.8943 $ | 1.0650 $ | 3.2044 $ | Y
ANDORRA | 0.1589 $ | 0.3480 $ | 0.7050 $ | Y
UNITED ARAB EMIRATES | 0.6535 $ | 0.6535 $ | 0 $ | Y
AFGHANISTAN | 0.3124 $ | 0.3766 $ | 0 $ | Y
ANGUILLA | 1.0442 $ | 1.0442 $ | 0 $ | Y
ALBANIA | 0.2534 $ | 0.7026 $ | 1.2132 $ | Y
ARMENIA | 0.3098 $ | 0.3455 $ | 0.5100 $ | Y
NETHERLANDS ANTILLES | 0.1956 $ | 0.1500 $ | 0.5001 $ | Y
ANGOLA | 0.6882 $ | 0.5871 $ | 0 $ | Y
AMERICAN SAMOA | 0.3267 $ | 0.3267 $ | 0 $ | Y
AUSTRALIA | 0.0443 $ | 0.1820 $ | 0 $ | Y
ARUBA | 0.1557 $ | 0.3294 $ | 0.9750 $ | Y
AZERBAIJAN | 0.4340 $ | 0.5256 $ | 0.6301 $ | Y
BOSNIA AND HERZEGOVINA | 0.6177 $ | 1.3130 $ | 0 $ | Y

BARBADOS | 0.9720 $ | 1.0238 $ | 0 $ | Y
BANGLADESH | 0.1703 $ | 0.1697 $ | 0 $ | Y
BELGIUM | 0.3080 $ | 0.5272 $ | 1.3329 $ | Y
BURKINA FASO | 0.5944 $ | 0.6532 $ | 0 $ | Y
BAHRAIN | 0.4356 $ | 0.5154 $ | 0 $ | Y
BURUNDI | 0.7880 $ | 0.8907 $ | 1.1390 $ | Y
BENIN | 0.6020 $ | 0.5223 $ | 0 $ | Y
BERMUDA | 0.3216 $ | 0.3216 $ | 0 $ | Y
BRUNEI DARUSSALAM | 0.1424 $ | 0.0558 $ | 0.5100 $ | Y
BRAZIL | 0.0524 $ | 0.2582 $ | 0 $ | Y
BAHAMAS | 0.6278 $ | 0.6278 $ | 0 $ | Y
BHUTAN | 0.1257 $ | 0.1025 $ | 0.5100 $ | Y
BELARUS | 0.6629 $ | 0.6641 $ | 1.6666 $ | Y
BELIZE | 1.5330 $ | 1.5330 $ | 0 $ | Y
CANADA | 0.0355 $ | 0.0355 $ | 0 $ | Y
CONGO, DEMOCRATIC REPUBLIC OF THE | 0.8670 $ | 0.7109 $ | 3.3357 $ | Y
CENTRAL AFRICAN REPUBLIC | 1.0972 $ | 0.8121 $ | 0 $ | Y
COTE D'IVOIRE | 0.6700 $ | 0.7129 $ | 2.2679 $ | Y
COOK ISLANDS | 1.5994 $ | 1.3205 $ | 0 $ | Y
CHILE | 0.1132 $ | 0.5309 $ | 0 $ | Y
CAMEROON | 0.4107 $ | 0.5179 $ | 3.1224 $ | Y
CHINA | 0.0395 $ | 0.0395 $ | 0 $ | Y
COLOMBIA | 0.1170 $ | 0.1003 $ | 0 $ | Y
COSTA RICA | 0.1231 $ | 0.3139 $ | 0 $ | Y
CABO VERDE | 0.5317 $ | 0.3612 $ | 1.0650 $ | Y
CZECHIA | 0.1130 $ | 0.2348 $ | 0 $ | Y
DIEGO GARCIA | 0.4350 $ | 0.4350 $ | 0.5100 $ | Y
DJIBOUTI | 0.7215 $ | 0.5718 $ | 1.0650 $ | Y
DENMARK | 0.0327 $ | 0.1404 $ | 0.5737 $ | Y
DOMINICA | 1.0227 $ | 0.7727 $ | 0 $ | Y
ESTONIA | 2.1381 $ | 2.0891 $ | 0 $ | Y
EGYPT | 0.4326 $ | 0.6226 $ | 0 $ | Y
ERITREA | 0.7029 $ | 0.4078 $ | 1.0650 $ | Y
ETHIOPIA | 0.4027 $ | 0.3803 $ | 1.0200 $ | Y
FIJI | 1.5038 $ | 0.7631 $ | 0 $ | Y
FALKLAND ISLANDS (MALVINAS) | 1.9702 $ | 1.9702 $ | 0 $ | Y
MICRONESIA (FEDERATED STATES OF) | 0.8686 $ | 0.8308 $ | 0 $ | Y
FAROE ISLANDS | 0.1524 $ | 0.0288 $ | 0.9150 $ | Y
FRANCE | 0.0329 $ | 0.1260 $ | 0.8651 $ | Y
GABON | 0.6246 $ | 0.6921 $ | 0 $ | Y
UNITED KINGDOM | 0.0233 $ | 0.0682 $ | 0 $ | Y
GEORGIA | 0.8426 $ | 1.1833 $ | 0 $ | Y
FRENCH GUIANA | 0.2043 $ | 0.1204 $ | 0.2666 $ | Y
GUERNSEY | 0.0233 $ | 0.0682 $ | 0 $ | Y
GHANA | 1.1366 $ | 1.1366 $ | 0 $ | Y
GIBRALTAR | 0.2334 $ | 0.9396 $ | 0 $ | Y
GREENLAND | 1.1250 $ | 0.3228 $ | 0 $ | Y
GAMBIA | 0.6642 $ | 0.8010 $ | 0 $ | Y
GUINEA | 1.1618 $ | 0.9137 $ | 1.6155 $ | Y
GUADELOUPE,SAINT-MARTIN (FRENCH) AND SAINT BARTHÉLEMY | 0.0265 $ | 0.1017 $ | 0.8025 $ | Y
EQUATORIAL GUINEA | 2.7398 $ | 2.7398 $ | 0 $ | Y
GUATEMALA | 0.6250 $ | 0.7812 $ | 0 $ | Y
GUAM | 0.0409 $ | 0.0409 $ | 0 $ | Y
GUINEA-BISSAU | 0.8951 $ | 0.9941 $ | 0 $ | Y
GUYANA | 0.3330 $ | 0.3282 $ | 0.4940 $ | Y
HONDURAS | 0.1846 $ | 0.2305 $ | 0.4249 $ | Y
CROATIA | 0.4580 $ | 1.2510 $ | 0 $ | Y
HAITI | 0.3532 $ | 0.4437 $ | 1.3823 $ | Y
HUNGARY | 0.1209 $ | 0.2156 $ | 0 $ | Y
IRELAND | 0.0256 $ | 0.1784 $ | 0 $ | Y
ISLE OF MAN | 0.0233 $ | 0.0682 $ | 0 $ | Y
IRAQ | 0.2409 $ | 0.2955 $ | 0.7962 $ | Y

ICELAND | 0.2305 $ | 0.1054 $ | 0 $ | Y
ITALY | 0.0338 $ | 0.2172 $ | 0.5736 $ | Y
JERSEY | 0.0233 $ | 0.0682 $ | 0 $ | Y
JAMAICA | 1.0442 $ | 1.0442 $ | 0 $ | Y
JAPAN | 0.0601 $ | 0.1370 $ | 0 $ | Y
KYRGYZSTAN | 0.2141 $ | 0.3367 $ | 1.0750 $ | Y
CAMBODIA | 0.3497 $ | 0.3497 $ | 0 $ | Y
KIRIBATI | 1.9284 $ | 2.1749 $ | 0 $ | Y
COMOROS | 0.6617 $ | 0.7148 $ | 0 $ | Y
SAINT KITTS AND NEVIS | 0.9292 $ | 0.9292 $ | 0 $ | Y
KOREA, REPUBLIC OF | 0.1029 $ | 0.1029 $ | 0 $ | Y
KUWAIT | 0.3625 $ | 0.3625 $ | 0 $ | Y
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.2884 $ | 0.1503 $ | 0.5100 $ | Y
LEBANON | 0.1964 $ | 0.2401 $ | 0.3433 $ | Y
LIECHTENSTEIN | 0.4236 $ | 0.2130 $ | 1.0276 $ | Y
SRI LANKA | 0.6953 $ | 0.6953 $ | 0 $ | Y
LIBERIA | 0.7744 $ | 0.7668 $ | 1.4157 $ | Y
LESOTHO | 0.7845 $ | 1.1530 $ | 3.5865 $ | Y
LITHUANIA | 1.8394 $ | 1.4790 $ | 0 $ | Y
LUXEMBOURG | 0.3562 $ | 0.3832 $ | 0 $ | Y
LATVIA | 2.1202 $ | 2.4842 $ | 0 $ | Y
LIBYA | 0.6169 $ | 0.4497 $ | 1.0650 $ | Y
MOROCCO | 0.5183 $ | 2.1320 $ | 0 $ | Y
MONACO | 0.8023 $ | 2.1247 $ | 0 $ | Y
MOLDOVA, REPUBLIC OF | 0.4672 $ | 0.4992 $ | 1.0698 $ | Y
MONTENEGRO | 0.3536 $ | 0.8558 $ | 0.8513 $ | Y
MADAGASCAR | 1.0043 $ | 1.0901 $ | 1.5120 $ | Y
MARSHALL ISLANDS | 0.4046 $ | 0.4046 $ | 1.0650 $ | Y
NORTH MACEDONIA | 0.6601 $ | 1.5052 $ | 0 $ | Y
MALI | 0.5561 $ | 0.6258 $ | 1.0650 $ | Y
MYANMAR | 0.2574 $ | 0.3550 $ | 0 $ | Y
MONGOLIA | 0.0699 $ | 0.0500 $ | 0.2615 $ | Y
MACAU SAR | 0.4726 $ | 0.4726 $ | 0 $ | Y
NORTHERN MARIANA ISLANDS | 0.0343 $ | 0.0343 $ | 0 $ | Y
MARTINIQUE | 0.0465 $ | 0.1033 $ | 0.6329 $ | Y
MAURITANIA | 0.8688 $ | 1.0065 $ | 1.2753 $ | Y
MONTSERRAT | 1.2006 $ | 1.2006 $ | 0 $ | Y
MALTA | 0.3331 $ | 0.6612 $ | 0 $ | Y
MAURITIUS | 0.7170 $ | 0.6363 $ | 0 $ | Y
MALDIVES | 5.7020 $ | 5.7020 $ | 0 $ | Y
MALAWI | 0.7964 $ | 0.6770 $ | 1.0650 $ | Y
MEXICO | 0.0501 $ | 0.1711 $ | 0 $ | Y
MOZAMBIQUE | 0.2722 $ | 0.4588 $ | 1.1937 $ | Y
NAMIBIA | 0.2139 $ | 0.1839 $ | 0.7650 $ | Y
NEW CALEDONIA | 0.9750 $ | 0.4491 $ | 1.0650 $ | Y
NIGER | 0.7102 $ | 0.5895 $ | 2.4956 $ | Y
NORFOLK ISLAND | 2.1209 $ | 1.0650 $ | 0 $ | Y
NIGERIA | 0.6428 $ | 0.6428 $ | 0 $ | Y
NICARAGUA | 0.1902 $ | 0.3507 $ | 0.5568 $ | Y
NORWAY | 0.0338 $ | 0.1522 $ | 0 $ | Y
NEPAL | 0.5329 $ | 0.5329 $ | 0 $ | Y
NAURU | 1.8562 $ | 2.0260 $ | 0 $ | Y
NIUE | 1.7966 $ | 1.3181 $ | 0 $ | Y
PERU | 0.0487 $ | 0.1476 $ | 0 $ | Y
FRENCH POLYNESIA | 0.4110 $ | 0.5337 $ | 2.2146 $ | Y
PAPUA NEW GUINEA | 0.9428 $ | 1.3329 $ | 0 $ | Y
PAKISTAN | 0.5737 $ | 0.5737 $ | 0 $ | Y
SAINT PIERRE AND MIQUELON | 0.5816 $ | 0.5816 $ | 1.1250 $ | Y
PUERTO RICO | 0.0242 $ | 0.0242 $ | 0 $ | Y
PALESTINE, STATE OF | 0.2667 $ | 0.3118 $ | 0 $ | Y
PALAU | 0.4532 $ | 0.4417 $ | 0 $ | Y
PARAGUAY | 0.1531 $ | 0.2971 $ | 0 $ | Y
QATAR | 0.8432 $ | 0.8784 $ | 0 $ | Y

	SERBIA | 0.2929 $ | 0.4437 $ | 0.7008 $ | Y RWANDA | 1.1030 $ | 1.2498 $ | 0 $ | Y SAUDI ARABIA | 0.3749 $ | 0.5608 $ | 0 $ | Y SOLOMON ISLANDS | 0.9750 $ | 1.9255 $ | 0 $ | Y SEYCHELLES | 1.1088 $ | 1.0784 $ | 2.0642 $ | Y SWEDEN | 0.0234 $ | 0.0956 $ | 0.6136 $ | Y SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 2.4267 $ | 2.3385 $ | 0 $ | Y SVALBARD AND JAN MAYEN | 0.0338 $ | 0.1522 $ | 0 $ | Y SLOVAKIA | 0.0701 $ | 0.4768 $ | 0 $ | Y SIERRA LEONE | 0.8439 $ | 0.7772 $ | 0.9874 $ | Y SAN MARINO | 0.8929 $ | 0.3148 $ | 0 $ | Y SENEGAL | 0.7273 $ | 0.8951 $ | 1.5893 $ | Y SOMALIA | 0.7888 $ | 0.7763 $ | 1.0729 $ | Y SURINAME | 0.1996 $ | 0.4533 $ | 0.8502 $ | Y SOUTH SUDAN | 0.6542 $ | 0.7173 $ | 0 $ | Y SAO TOME AND PRINCIPE | 1.5976 $ | 1.5740 $ | 0 $ | Y EL SALVADOR | 0.8294 $ | 0.6228 $ | 0 $ | Y SINT MAARTEN (DUTCH PART) | 0.4137 $ | 0.4678 $ | 0 $ | Y ESWATINI | 0.2293 $ | 0.2666 $ | 0.4107 $ | Y TURKS AND CAICOS ISLANDS | 1.4110 $ | 1.6546 $ | 0 $ | Y CHAD | 0.8300 $ | 0.8565 $ | 1.0957 $ | Y FRENCH SOUTHERN TERRITORIES | 0.0230 $ | 0.1601 $ | 0 $ | Y TOGO | 0.5079 $ | 0.4711 $ | 0 $ | Y THAILAND | 0.1271 $ | 0.1271 $ | 0 $ | Y TAJIKISTAN | 0.2603 $ | 0.2817 $ | 2.2887 $ | Y TOKELAU | 0.9750 $ | 2.4545 $ | 0 $ | Y TIMOR-LESTE | 0.9750 $ | 0.9269 $ | 0 $ | Y TURKMENISTAN | 0.4350 $ | 0.4350 $ | 0.5100 $ | Y TUNISIA | 1.2254 $ | 1.2586 $ | 3.8999 $ | Y TONGA | 1.4663 $ | 1.5130 $ | 0 $ | Y TURKEY | 0.2271 $ | 0.5803 $ | 0 $ | Y TRINIDAD AND TOBAGO | 0.5075 $ | 0.6433 $ | 0 $ | Y TAIWAN, CHINA | 0.0741 $ | 0.4129 $ | 0 $ | Y TANZANIA, UNITED REPUBLIC OF | 1.6103 $ | 1.6103 $ | 0 $ | Y UGANDA | 1.6086 $ | 1.6086 $ | 0 $ | Y UNITED STATES MINOR OUTLYING ISLANDS | 0.0343 $ | 0.0343 $ | 0 $ | Y UNITED STATES OF AMERICA | 0.0318 $ | 0.0318 $ | 0 $ | Y UZBEKISTAN | 0.3047 $ | 0.3047 $ | 0 $ | Y SAINT VINCENT AND THE GRENADINES | 0.9717 $ | 0.5279 $ | 0 $ | Y VIRGIN ISLANDS (BRITISH) | 0.4557 $ | 0.4557 $ | 0 $ | Y VIET NAM | 0.3142 $ | 0.3142 $ | 0 $ | Y VANUATU | 1.3260 $ | 1.4891 $ | 0 $ | Y WALLIS AND FUTUNA | 0.9750 $ | 0.9750 $ | 0.9768 $ | Y SAMOA | 0.3329 $ | 0.9589 $ | 0 $ | Y YEMEN | 0.2885 $ | 0.2296 $ | 0 $ | Y MAYOTTE | 0.2471 $ | 0.4199 $ | 1.0650 $ | Y SOUTH AFRICA | 0.3844 $ | 0.6876 $ | 0 $ | Y ZAMBIA | 0.7470 $ | 0.7075 $ | 0 $ | Y ZIMBABWE | 0.3413 $ | 0.6389 $ | 0 $ | Y

Shared Cost Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	National Country | Landline Rate | Mobile Rate | Special Rate |Enabled Status
CHINA | 0.3337 $ | 0.3337 $ | 0 $ | Y	KOREA, REPUBLIC OF | 0.2847 $ | 0.2847 $ | 0 $ | Y PORTUGAL | 0.0075 $ | 0.0075 $ | 0 $ | Y

ITFS Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	Mobile Phone Number Call-in Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status

UNITED ARAB EMIRATES | 0.9120 $ | 0.9120 $ | 0 $ | Y
AUSTRIA | 0.1222 $ | 0.3626 $ | 0 $ | Y
BOSNIA AND HERZEGOVINA | 0.6118 $ | 0.6118 $ | 0 $ | Y
BULGARIA | 0.3434 $ | 0.3434 $ | 0 $ | Y
BRUNEI DARUSSALAM | 0.7340 $ | 0.7340 $ | 0 $ | Y
COSTA RICA | 0.5292 $ | 0.5292 $ | 0 $ | Y
CYPRUS | 0.2483 $ | 0.2483 $ | 0 $ | Y
DOMINICAN REPUBLIC | 0.5838 $ | 0.5838 $ | 0 $ | Y
ECUADOR | 0.7477 $ | 0.7477 $ | 0 $ | Y
EGYPT | 0.7169 $ | 0.7169 $ | 0 $ | Y
GUADELOUPE | 0.5726 $ | 0.5726 $ | 0 $ | Y
INDIA | 0.4108 $ | 0.4108 $ | 0 $ | Y
ICELAND | 0.1985 $ | 0.1985 $ | 0 $ | Y
JAMAICA | 0.5462 $ | 0.5462 $ | 0 $ | Y
JORDAN | 0.8738 $ | 0.8738 $ | 0 $ | Y
JAPAN | 0.4040 $ | 1.7309 $ | 0 $ | Y
KENYA | 0.5462 $ | 0.5462 $ | 0 $ | Y
CAMBODIA | 0.7169 $ | 0.7169 $ | 0 $ | Y
SRI LANKA | 0.7477 $ | 0.7477 $ | 0 $ | Y
MOLDOVA, REPUBLIC OF | 0.8426 $ | 0.8426 $ | 0 $ | Y
NORTH MACEDONIA | 0.4695 $ | 1.1867 $ | 0 $ | Y
MALTA | 0.2251 $ | 0.2251 $ | 0 $ | Y
OMAN | 1.1949 $ | 1.1949 $ | 0 $ | Y
PANAMA | 0.1639 $ | 0.1639 $ | 0 $ | Y
PHILIPPINES | 0.9218 $ | 0.9218 $ | 0 $ | Y
PUERTO RICO | 0.0990 $ | 0.0990 $ | 0 $ | Y
PARAGUAY | 0.7306 $ | 0.7306 $ | 0 $ | Y
QATAR | 0.6930 $ | 0.6930 $ | 0 $ | Y
RÉUNION | 0.5726 $ | 0.5726 $ | 0 $ | Y
SAUDI ARABIA | 0.9571 $ | 0.9571 $ | 0 $ | Y
TANZANIA, UNITED REPUBLIC OF | 0.7852 $ | 0.7852 $ | 0 $ | Y
UGANDA | 0.3585 $ | 0.3585 $ | 0 $ | Y
URUGUAY | 0.2895 $ | 0.2895 $ | 0 $ | Y
VIET NAM | 0.7852 $ | 0.7852 $ | 0 $ | Y

AUSTRIA | 0 $ | 0.0077 $ | 0 $ | Y
BELGIUM | 0 $ | 0.0075 $ | 0 $ | Y
DENMARK | 0 $ | 0.0057 $ | 0 $ | Y
FINLAND | 0 $ | 0.0057 $ | 0 $ | Y
FRANCE | 0 $ | 0.0077 $ | 0 $ | Y
GERMANY | 0 $ | 0.0057 $ | 0 $ | Y
ISRAEL | 0 $ | 0.0075 $ | 0 $ | Y
NETHERLANDS | 0 $ | 0.0075 $ | 0 $ | Y
POLAND | 0 $ | 0.0059 $ | 0 $ | Y
PORTUGAL | 0 $ | 0.0059 $ | 0 $ | Y
SOUTH AFRICA | 0 $ | 0.0059 $ | 0 $ | Y
SWEDEN | 0 $ | 0.0075 $ | 0 $ | Y
SWITZERLAND | 0 $ | 0.0075 $ | 0 $ | Y

Zoom Phone Mobile Rates
Country | Landline Rate | Mobile Rate | Special Rate | DayPass Rate | Enabled Status

UNITED STATES OF AMERICA | EsimRoaming | 0 $ | 0 $ | 0 $ | 18.0000 $ | Y
UNITED KINGDOM | EsimSMS | 0 $ | 0.5000 $ | 0 $ | 0 $ | Y
UNITED KINGDOM | EsimMMS | 0 $ | 0.7500 $ | 0 $ | 0 $ | Y
UNITED KINGDOM | EsimDCallout | 0.0100 $ | 0.0501 $ | 0 $ | 0 $ | Y

Zoom Fax Table Format: Country | Type | Rate | Enabled Status

Y means Zoom Fax for country is Enabled upon provisioning

Note: All rates shown are per page.

FAX
Country | Type | Rate | Enabled Status

ARGENTINA | FaxInbound-TN | 0.0500 $ | Y
ARGENTINA | FaxInbound-TF | 1.1000 $ | Y
AUSTRALIA | FaxInbound-TN | 0.0500 $ | Y
AUSTRALIA | FaxInbound-TF | 0.0900 $ | Y
AUSTRIA | FaxInbound-TN | 0.0500 $ | Y
AUSTRIA | FaxInbound-TF | 0.9500 $ | Y

Virtual Service Call-in
Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status

Not Applicable

BELGIUM | FaxInbound-TN | 0.0500 $ | Y
BELGIUM | FaxInbound-TF | 1.2300 $ | Y
BRAZIL | FaxInbound-TN | 0.0500 $ | Y
BRAZIL | FaxInbound-TF | 0.5100 $ | Y
BULGARIA | FaxInbound-TN | 0.0500 $ | Y
BULGARIA | FaxInbound-TF | 0.0000 $ | Y
CANADA | FaxInbound-TN | 0.0500 $ | Y
CANADA | FaxInbound-TF | 0.0500 $ | Y
CHILE | FaxInbound-TN | 0.0500 $ | Y
CHILE | FaxInbound-TF | 0.7900 $ | Y
COLOMBIA | FaxInbound-TN | 0.0700 $ | Y
COLOMBIA | FaxInbound-TF | 0.3600 $ | Y
COSTA RICA | FaxInbound-TN | 0.0500 $ | Y
COSTA RICA | FaxInbound-TF | 0.0000 $ | Y
CROATIA | FaxInbound-TN | 0.0500 $ | Y
CROATIA | FaxInbound-TF | 1.3100 $ | Y
CYPRUS | FaxInbound-TN | 0.0500 $ | Y
CYPRUS | FaxInbound-TF | 0.7000 $ | Y
CZECHIA | FaxInbound-TN | 0.0500 $ | Y
CZECHIA | FaxInbound-TF | 1.1200 $ | Y
DENMARK | FaxInbound-TN | 0.0500 $ | Y
DENMARK | FaxInbound-TF | 1.2300 $ | Y
ECUADOR | FaxInbound-TN | 0.0500 $ | Y
ECUADOR | FaxInbound-TF | 1.3300 $ | Y
ESTONIA | FaxInbound-TN | 0.0500 $ | Y
ESTONIA | FaxInbound-TF | 1.4500 $ | Y
FINLAND | FaxInbound-TN | 0.0500 $ | Y
FINLAND | FaxInbound-TF | 0.7100 $ | Y
FRANCE | FaxInbound-TN | 0.0500 $ | Y
FRANCE | FaxInbound-TF | 0.3300 $ | Y
GERMANY | FaxInbound-TN | 0.0500 $ | Y
GERMANY | FaxInbound-TF | 0.1900 $ | Y
GREECE | FaxInbound-TN | 0.0500 $ | Y
GREECE | FaxInbound-TF | 3.1600 $ | Y
HONG KONG SAR | FaxInbound-TN | 0.1800 $ | Y
HONG KONG SAR | FaxInbound-TF | 0.2500 $ | Y
HUNGARY | FaxInbound-TN | 0.0500 $ | Y
HUNGARY | FaxInbound-TF | 0.0800 $ | Y
IRELAND | FaxInbound-TN | 0.0500 $ | Y
IRELAND | FaxInbound-TF | 0.1600 $ | Y
ISRAEL | FaxInbound-TN | 0.0500 $ | Y
ISRAEL | FaxInbound-TF | 0.2200 $ | Y
ITALY | FaxInbound-TN | 0.0500 $ | Y
ITALY | FaxInbound-TF | 0.4900 $ | Y
LATVIA | FaxInbound-TN | 0.0500 $ | Y
LATVIA | FaxInbound-TF | 1.1200 $ | Y
LITHUANIA | FaxInbound-TN | 0.0500 $ | Y
LITHUANIA | FaxInbound-TF | 0.1200 $ | Y
LUXEMBOURG | FaxInbound-TN | 0.0500 $ | Y
LUXEMBOURG | FaxInbound-TF | 0.8600 $ | Y
MEXICO | FaxInbound-TN | 0.0500 $ | Y
MEXICO | FaxInbound-TF | 0.3300 $ | Y
NETHERLANDS | FaxInbound-TN | 0.0500 $ | Y
NETHERLANDS | FaxInbound-TF | 1.3100 $ | Y
NEW ZEALAND | FaxInbound-TN | 0.0500 $ | Y
NEW ZEALAND | FaxInbound-TF | 0.1500 $ | Y
NORWAY | FaxInbound-TN | 0.0500 $ | Y
NORWAY | FaxInbound-TF | 0.1500 $ | Y
PANAMA | FaxInbound-TN | 0.0500 $ | Y
PANAMA | FaxInbound-TF | 0.3300 $ | Y
PERU | FaxInbound-TN | 0.0500 $ | Y

PERU | FaxInbound-TF | 0.8500 $ | Y
POLAND | FaxInbound-TN | 0.0500 $ | Y
POLAND | FaxInbound-TF | 0.0900 $ | Y
PORTUGAL | FaxInbound-TN | 0.0500 $ | Y
PORTUGAL | FaxInbound-TF | 0.3500 $ | Y
PUERTO RICO | FaxInbound-TN | 0.0500 $ | Y
PUERTO RICO | FaxInbound-TF | 0.0500 $ | Y
ROMANIA | FaxInbound-TN | 0.0500 $ | Y
ROMANIA | FaxInbound-TF | 0.3500 $ | Y
SINGAPORE | FaxInbound-TN | 0.0500 $ | Y
SINGAPORE | FaxInbound-TF | 0.1800 $ | Y
SLOVAKIA | FaxInbound-TN | 0.0500 $ | Y
SLOVAKIA | FaxInbound-TF | 0.0000 $ | Y
SLOVENIA | FaxInbound-TN | 0.0500 $ | Y
SLOVENIA | FaxInbound-TF | 0.9800 $ | Y
SOUTH AFRICA | FaxInbound-TN | 0.0500 $ | Y
SOUTH AFRICA | FaxInbound-TF | 0.3100 $ | Y
SPAIN | FaxInbound-TN | 0.0500 $ | Y
SPAIN | FaxInbound-TF | 0.0800 $ | Y
SWEDEN | FaxInbound-TN | 0.0500 $ | Y
SWEDEN | FaxInbound-TF | 0.0800 $ | Y
SWITZERLAND | FaxInbound-TN | 0.0500 $ | Y
SWITZERLAND | FaxInbound-TF | 1.9700 $ | Y
UNITED KINGDOM | FaxInbound-TN | 0.0500 $ | Y
UNITED KINGDOM | FaxInbound-TF | 0.2400 $ | Y
UNITED STATES OF AMERICA | FaxInbound-TN | 0.0500 $ | Y
UNITED STATES OF AMERICA | FaxInbound-TF | 0.0500 $ | Y
ARGENTINA | FaxOutbound-TN | 0.8000 $ | Y
ARGENTINA | FaxOutbound-TF | 0.8000 $ | Y
AUSTRALIA | FaxOutbound-TN | 0.1200 $ | Y
AUSTRALIA | FaxOutbound-TF | 0.1200 $ | Y
AUSTRIA | FaxOutbound-TN | 0.1900 $ | Y
AUSTRIA | FaxOutbound-TF | 0.1900 $ | Y
BELGIUM | FaxOutbound-TN | 0.6300 $ | Y
BELGIUM | FaxOutbound-TF | 0.6300 $ | Y
BRAZIL | FaxOutbound-TN | 0.2300 $ | Y
BRAZIL | FaxOutbound-TF | 0.2300 $ | Y
BULGARIA | FaxOutbound-TN | 0.6200 $ | Y
BULGARIA | FaxOutbound-TF | 0.6200 $ | Y
CANADA | FaxOutbound-TN | 0.0500 $ | Y
CANADA | FaxOutbound-TF | 0.0500 $ | Y
CHILE | FaxOutbound-TN | 0.2600 $ | Y
CHILE | FaxOutbound-TF | 0.2600 $ | Y
COLOMBIA | FaxOutbound-TN | 0.2600 $ | Y
COLOMBIA | FaxOutbound-TF | 0.2600 $ | Y
COSTA RICA | FaxOutbound-TN | 0.3600 $ | Y
COSTA RICA | FaxOutbound-TF | 0.3600 $ | Y
CROATIA | FaxOutbound-TN | 0.7200 $ | Y
CROATIA | FaxOutbound-TF | 0.7200 $ | Y
CYPRUS | FaxOutbound-TN | 0.7800 $ | Y
CYPRUS | FaxOutbound-TF | 0.7800 $ | Y
CZECHIA | FaxOutbound-TN | 0.7900 $ | Y
CZECHIA | FaxOutbound-TF | 0.7900 $ | Y
DENMARK | FaxOutbound-TN | 2.1300 $ | Y
DENMARK | FaxOutbound-TF | 2.1300 $ | Y
ECUADOR | FaxOutbound-TN | 1.2700 $ | Y
ECUADOR | FaxOutbound-TF | 1.2700 $ | Y
ESTONIA | FaxOutbound-TN | 2.1700 $ | Y
ESTONIA | FaxOutbound-TF | 2.1700 $ | Y

FINLAND | FaxOutbound-TN | 2.1100 $ | Y
FINLAND | FaxOutbound-TF | 2.1100 $ | Y
FRANCE | FaxOutbound-TN | 0.1800 $ | Y
FRANCE | FaxOutbound-TF | 0.1800 $ | Y
GERMANY | FaxOutbound-TN | 0.1000 $ | Y
GERMANY | FaxOutbound-TF | 0.1000 $ | Y
GREECE | FaxOutbound-TN | 0.4300 $ | Y
GREECE | FaxOutbound-TF | 0.4300 $ | Y
HONG KONG SAR | FaxOutbound-TN | 0.7000 $ | Y
HONG KONG SAR | FaxOutbound-TF | 0.7000 $ | Y
HUNGARY | FaxOutbound-TN | 0.4100 $ | Y
HUNGARY | FaxOutbound-TF | 0.4100 $ | Y
INDONESIA | FaxOutbound-TN | 0.4100 $ | Y
INDONESIA | FaxOutbound-TF | 0.0000 $ | Y
IRELAND | FaxOutbound-TN | 0.1300 $ | Y
IRELAND | FaxOutbound-TF | 0.1300 $ | Y
ISRAEL | FaxOutbound-TN | 0.5300 $ | Y
ISRAEL | FaxOutbound-TF | 0.5300 $ | Y
ITALY | FaxOutbound-TN | 0.1300 $ | Y
ITALY | FaxOutbound-TF | 0.1300 $ | Y
JAPAN | FaxOutbound-TN | 0.1900 $ | Y
JAPAN | FaxOutbound-TF | 0.1900 $ | Y
LATVIA | FaxOutbound-TN | 3.1300 $ | Y
LATVIA | FaxOutbound-TF | 3.1300 $ | Y
LITHUANIA | FaxOutbound-TN | 2.9600 $ | Y
LITHUANIA | FaxOutbound-TF | 2.9600 $ | Y
LUXEMBOURG | FaxOutbound-TN | 1.0600 $ | Y
LUXEMBOURG | FaxOutbound-TF | 1.0600 $ | Y
MALAYSIA | FaxOutbound-TN | 0.1400 $ | Y
MALAYSIA | FaxOutbound-TF | 0.0000 $ | Y
MEXICO | FaxOutbound-TN | 0.0500 $ | Y
MEXICO | FaxOutbound-TF | 0.0500 $ | Y
NETHERLANDS | FaxOutbound-TN | 1.4700 $ | Y
NETHERLANDS | FaxOutbound-TF | 1.4700 $ | Y
NEW ZEALAND | FaxOutbound-TN | 0.1900 $ | Y
NEW ZEALAND | FaxOutbound-TF | 0.1900 $ | Y
NORWAY | FaxOutbound-TN | 0.0700 $ | Y
NORWAY | FaxOutbound-TF | 0.0700 $ | Y
PANAMA | FaxOutbound-TN | 0.7400 $ | Y
PANAMA | FaxOutbound-TF | 0.7400 $ | Y
PERU | FaxOutbound-TN | 0.2000 $ | Y
PERU | FaxOutbound-TF | 0.2000 $ | Y
PHILIPPINES | FaxOutbound-TN | 1.0400 $ | Y
PHILIPPINES | FaxOutbound-TF | 0.0000 $ | Y
POLAND | FaxOutbound-TN | 0.2100 $ | Y
POLAND | FaxOutbound-TF | 0.2100 $ | Y
PORTUGAL | FaxOutbound-TN | 0.5200 $ | Y
PORTUGAL | FaxOutbound-TF | 0.5200 $ | Y
PUERTO RICO | FaxOutbound-TN | 0.0500 $ | Y
PUERTO RICO | FaxOutbound-TF | 0.0500 $ | Y
ROMANIA | FaxOutbound-TN | 0.2800 $ | Y
ROMANIA | FaxOutbound-TF | 0.2800 $ | Y
SINGAPORE | FaxOutbound-TN | 0.9200 $ | Y
SINGAPORE | FaxOutbound-TF | 0.9200 $ | Y
SLOVAKIA | FaxOutbound-TN | 0.7600 $ | Y
SLOVAKIA | FaxOutbound-TF | 0.7600 $ | Y
SLOVENIA | FaxOutbound-TN | 2.6000 $ | Y
SLOVENIA | FaxOutbound-TF | 2.6000 $ | Y
SOUTH AFRICA | FaxOutbound-TN | 1.4100 $ | Y
SOUTH AFRICA | FaxOutbound-TF | 1.4100 $ | Y
SPAIN | FaxOutbound-TN | 0.2000 $ | Y

SPAIN | FaxOutbound-TF | 0.2000 $ | Y SWEDEN | FaxOutbound-TN | 0.0900 $ | Y SWEDEN | FaxOutbound-TF | 0.0900 $ | Y SWITZERLAND | FaxOutbound-TN | 0.5800 $ | Y SWITZERLAND | FaxOutbound-TF | 0.5800 $ | Y TAIWAN, CHINA | FaxOutbound-TN | 0.2200 $ | Y TAIWAN, CHINA | FaxOutbound-TF | 0.0000 $ | Y THAILAND | FaxOutbound-TN | 0.3300 $ | Y THAILAND | FaxOutbound-TF | 0.0000 $ | Y UNITED KINGDOM | FaxOutbound-TN | 0.4600 $ | Y UNITED KINGDOM | FaxOutbound-TF | 0.4600 $ | Y UNITED STATES OF AMERICA | FaxOutbound-TN | 0.0500 $ | Y UNITED STATES OF AMERICA | FaxOutbound-TF | 0.0500 $ | Y VIET NAM | FaxOutbound-TN | 0.6800 $ | Y VIET NAM | FaxOutbound-TF | 0.0000 $ | Y	

Accepted and agreed as of the date specified below by the authorized representative of Customer

Signature:
Print Name:
Date:
Zoom Service Effective Date: 9/9/2026
PO # (If Applicable):

The Services will be activated within 48 hours of order signature or Zoom Service Effective Date, whichever is later.

Zoom reserves the right at its sole discretion to accept Order Forms received after the Valid Until date.

If a PO# is required for processing the invoice related to this order, please provide a PO with this order. If issuance of PO is delayed, please provide a PO within 5 days of the service effective date via email to *purchase-orders@zoom.us*. Notwithstanding the foregoing, the period for payment shall commence as of the

applicable invoice date. Such payment period shall not restart based on any delays in issuing a Purchase Order or any procurement process. Zoom Phone services provided by Zoom Voice Communications, Inc. Rates, terms and conditions for Zoom Phone services are set by Zoom Voice Communications, Inc.

Coversheet

Approval of 2026-27 English Learner Master Plan

Section: VIII. Education/Student Services
Item: B. Approval of 2026-27 English Learner Master Plan
Purpose: Vote
Submitted by: Gretchen Chamberlain
Related Material:
California Pacific Charter English Learner Master Plan 2026-27.pdf
California Pacific Charter English Learner Master Plan_redline_08.11.26.pdf

BACKGROUND:

The current CalPac English Learner (EL) Master Plan originated in 2018 and has been revised annually to reflect changes in state guidance and internal practices. While these updates have allowed the plan to remain functional, leadership determined that the document had become increasingly cumbersome and would benefit from a comprehensive redesign rather than continued revisions.

This year, our EL committee undertook a complete redevelopment of the EL Master Plan with the goal of creating a more streamlined, user-friendly, and fully compliant document. As part of this process, the plan was carefully aligned with the California Department of Education's 2025–2026 12 Required Assurances for English Learner Programs, ensuring that all required components are clearly addressed. Any missing elements identified during this review were incorporated into the new plan.

In addition, lengthy philosophical narratives and other non-required content were removed to improve readability and usability. Several charts, tables, and visual organizers were added to make key processes and requirements easier for readers to understand and reference. Finally, the document was redesigned to reflect current CalPac branding, resulting in a professional, cohesive resource that better supports staff in implementing high-quality services for English learners while maintaining compliance with state and federal requirements.

RECOMMENDATION:

It is recommended the Board approve the 2026-27 English Learner Master Plan for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

MASTER PLAN FOR ENGLISH LEARNERS

California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (August 11, 2026)

Updated to reflect 2025–26 Consolidated Application General Requirements

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

Presented by: Christine Feher, Superintendent
EL Master Plan Committee Members:
Gretchen Chamberlain • Dr. Ericka Zemmer • Erika Stevens

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Mission and Vision

California Pacific Charter Schools' ("CalPac") mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community. In partnership with our community, California Pacific Charter Schools will:

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

Goals and Purpose of the English Learner Master Plan

Federal case law (Castañeda v. Pickard, 648 F.2d 989, 5th Cir. 1981) requires that the primary goals of the English Learner Program ("ELP") are to develop the English language fluency of each English Learner ("EL") as effectively and efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers. The court established three standards for effective EL programs:

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

This Master Plan is CalPac's standard for consistent program implementation and evaluation of services for English Learners, and is designed to meet the Consolidated Application General Requirements – EL Student Assurances for fiscal year 2025–26 (EC §§305, 306, 310, 313, 60810; 5 CCR §§11302–11308; ESSA Title III; Castañeda v. Pickard). English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

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

Figure 1. The EL Master Plan follows students through a continuous annual cycle, from identification through program evaluation.

Identification, Assessment, and Initial Placement

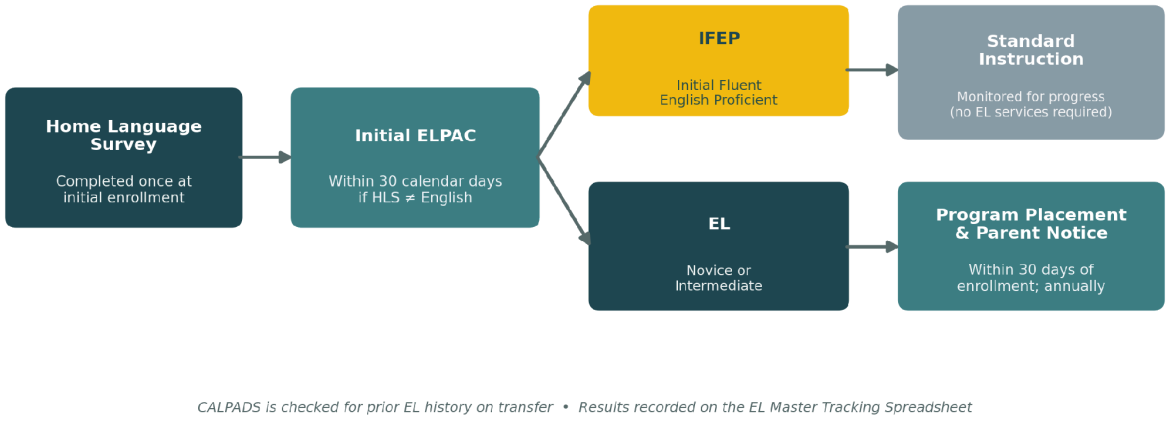

Figure 2. The identification and initial placement pathway, from Home Language Survey through program placement.

Home Language Survey

For all students in TK–12, upon first enrollment in a California public school, CalPac uses a standardized procedure to determine each student's primary language, beginning with a Home Language Survey ("HLS") completed once by the parent/guardian at initial enrollment. The HLS is not re-administered annually or upon transfer to a new LEA. A parent or guardian may request a correction to the HLS prior to assessment; however, once a student is identified as an EL through the Initial ELPAC (or has been administered a Summative ELPAC), a change to the HLS does not change the student's identification. CALPADS records are checked for transferring students to determine any history of EL identification.

ELPAC Testing

State law (EC §§313, 60810) and federal law (ESSA Titles I and III) require CalPac to administer the state test of English language proficiency, the ELPAC, as an Initial assessment for newly enrolled students whose primary language is not English, and as a Summative assessment for currently identified ELs.

- Initial ELPAC: Given within 30 calendar days of first enrollment (and no earlier than 60 calendar days before instruction begins, but not before July 1) to any student whose HLS indicates a language other than English on any of the first three questions. Identifies students as English Learner ("EL") or Initial Fluent English Proficient ("IFEP").
- Summative ELPAC: Given annually, during the annual testing window, to every identified EL until the student is reclassified as Fluent English Proficient ("RFEP"). Determines the student's level of English proficiency and progress in listening, speaking, reading, and writing.

Students in grade TK are exempt from ELPAC administration until enrolled in Kindergarten (AB 2268; EC §60810[b][3]).

Performance Levels

ELPAC results are not used to measure academic achievement; they measure English language proficiency only.

Assessment	Performance Levels
Initial ELPAC	Initial Fluent English Proficient (IFEP) • Intermediate EL • Novice EL
Summative ELPAC	Level 4 (well developed) • Level 3 (moderately developed) • Level 2 (somewhat developed) • Level 1 (minimally developed)

Full performance-level descriptors are published by the CDE and are available to staff and parents through the ELPAC website: https://www.elpac.org.

Using Assessment Results

Once scores are released, individual Student Score Reports (SSRs) are posted to the parent and student portals of the school's student information system. Initial ELPAC results, together with other local assessments, inform initial program placement decisions. Summative ELPAC results inform annual program monitoring and evaluation and form one of the criteria used in the reclassification process. Each student's results are recorded on the EL Master Tracking Spreadsheet and, upon withdrawal, are included in the student's cumulative file.

Parent Notification

Parents/guardians of EL and RFEP students are notified in writing of:

- Initial and Summative ELPAC results, within 30 calendar days of the school receiving the results from the testing contractor;
- Initial and annual program placement, including a description of the program, instructional materials used, and the parent's right to request a program waiver, within 30 days of enrollment and annually thereafter.

Notifications are provided in any language spoken by 15% or more of the student population and are also available orally upon request.

English Language Development Program

ELD Standards

The state-adopted 2012 California ELD Standards establish what students should know and be able to do at each of the proficiency levels, and are aligned to the CA Common Core State Standards for ELA/Literacy. When students attain the Early Advanced/Bridging proficiency level, they are expected to be reclassified and to meet the same grade-level standards as native English speakers. As an LEA, CalPac has a dual obligation (Castañeda v. Pickard) to provide a program designed to overcome language barriers and to provide access to the core curriculum. (ELD Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp)

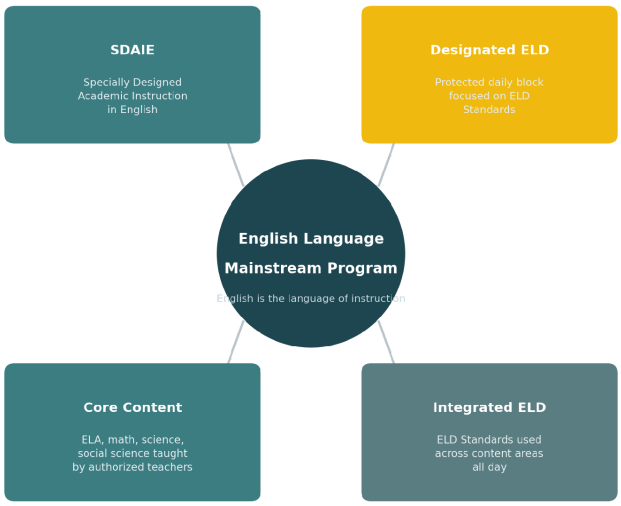

Figure 3. CalPac's instructional model places every EL in the English Language Mainstream Program, supported by SDAIE, designated ELD, and integrated ELD.

English Language Mainstream Program

English Learners at CalPac are placed in an English Language Mainstream Program designed to promote high levels of English proficiency and access to the core curriculum. English is the language of instruction for all subjects, with SDAIE support from the primary instructor; students may also be concurrently enrolled in a designated ELD support class. ELD instruction continues until the student is reclassified.

- Core instruction in ELA, math, science, and social science is taught in English using charter-approved curriculum and SDAIE methodology.
- ELs receive designated ELD instruction addressing listening, speaking, reading, and writing standards.
- Teachers working with EL students are appropriately authorized (e.g., CLAD or equivalent).

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is an instructional methodology – not a program (EC §44253.2[b]) – in which academic instruction delivered in English is modified to match the student's language proficiency. Strategies include:

- Front-loading academic vocabulary

- Visuals and realia
- Manipulatives
- Activating prior knowledge
- Slower speech and repetition
- Graphic organizers/charts
- Preview-review
- Gestures and facial expressions
- Scaffolding (sentence frames, visual supports)
- Consistent, immediate feedback
- Summarizing and re-teaching
- Reciprocal teaching

Designated and Integrated ELD Instruction

CalPac provides both designated ELD (a protected instructional block using the ELD Standards as focal standards) and integrated ELD (ELD Standards used throughout content instruction across the school day). CalPac creates a personalized ELD pathway for each EL to build English Language Arts skills: students take a diagnostic at the start of the course to identify skill gaps and receive targeted instruction addressing those needs, along with tutoring support as needed.

Instructional Materials

The State Board of Education adopts instructional materials for grades K–8; LEAs are not required to purchase state-adopted materials (EC §60210[a]) but must conduct their own evaluation, involving a majority of classroom teachers in the relevant content area or grade level (EC §60210[c]) as well as parents and community members (EC §60002), when selecting non-adopted materials. CalPac's ELA/literacy and ELD curricula are selected to be well-designed, comprehensive, and integrated, and are aligned to the CA CCSS for ELA/Literacy and the CA ELD Standards.

Access to Core Curriculum and Prevention of Academic Deficits

Consistent with EC §305(a) and 5 CCR §11302(b), CalPac ensures that every EL has access to the same content and performance standards as their grade-level peers, and monitors academic progress through a multi-tiered system of support (MTSS) to identify and address any deficits before they become irreparable.

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
ELPAC (Initial/Summative)	Annually	EL Coordinator / Teacher / Administrator	Adjust ELD small group instruction; flag for LTEL monitoring, identify for monitoring
Smarter Balanced (CAASPP) ELA/Math	Annually	Teacher/Administrator	Refer to MTSS intervention

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
Local benchmark/formative assessments	Ongoing	Teacher/Administrator	Small-group or 1:1 academic intervention; document on tracking spreadsheet
Course grades and attendance	Ongoing	Teacher/Administrator	Parent contact; academic support plan

Long-Term English Learners ("LTEL")

California uses two distinct legal definitions to flag Long-Term English Learner (LTEL) students. The Dashboard definition (EC Section 52052), used for state accountability purposes, relies strictly on time elapsed since a student was first classified as an English Learner. According to this definition, any student in grades TK-12 who has been classified as an English Learner for 7 years or more, is considered an LTEL. The DataQuest definition (EC Section 313.1), which is used for public date reporting, CAASPP testing and ELPAC monitoring, layers time constraints with grade levels, academic testing benchmarks, and stagnant English proficiency scores. According to this definition, Long-Term English Learners are students in grades 6–12 who have been enrolled in U.S. schools for more than six years, have remained at the same English proficiency level for two or more years, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment. Because ELs with little or no English proficiency need more time to meet grade-level benchmarks, CalPac monitors LTEL and at-risk-of-LTEL students using benchmark assessments, course grades, CAASPP results, and years enrolled as an EL. If a student is not making adequate progress despite school-wide supports, the MTSS process is utilized to plan further evaluation and intervention; interventions are documented on the EL Master Tracking Spreadsheet and in the student's cumulative record. Parents are notified annually if their student is at risk of or has been classified as an LTEL.

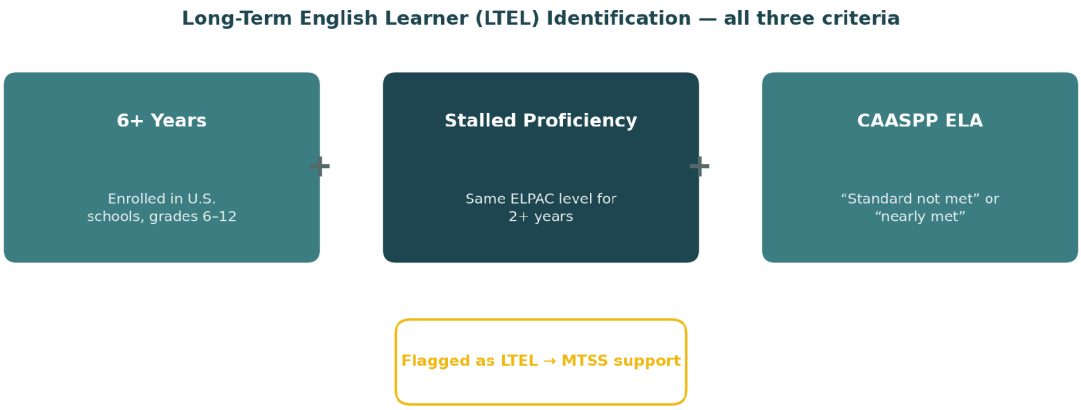

Figure 4. According to the DataQuest definition, a student is identified as an LTEL when all three criteria are met.

Supports for LTELs

CalPac follows research-based practices that emphasize dedicated, standards-based ELD alignment across all four language domains; support for home-language literacy where feasible; enriched oral-language development; modified instructional strategies and supplemental materials; program coherence across grade levels; and, at the secondary level, instruction that recognizes LTELs' distinct needs, builds on prior knowledge, integrates language/literacy/content, fosters relationships, and maintains rigor, relevance, and active engagement, with continuous progress monitoring.

Staffing and Professional Development

Staffing Authorizations

Under the Director of Human Resources, CalPac actively recruits and staffs authorized personnel for all EL programs and prioritizes hiring CLAD or equivalent-authorized teachers. Teachers providing instruction in the Mainstream English Program must be authorized to provide core content and ELD instruction (CLAD or equivalent). Teachers who are not yet authorized but are working with ELs sign a memorandum of understanding committing to complete an appropriate authorization within two years; HR monitors participation in the required professional development to ensure teachers remain on track.

Plan to Address a Shortage of Qualified Teachers

Consistent with EC §§44253.1–44253.3 and 44253.10, CalPac maintains a continuing plan to ensure an adequate number of qualified teachers for EL instruction:

- Recruitment: CalPac recruits teachers holding or actively pursuing a CLAD, BCLAD, CTEL, or equivalent authorization, and specifies credential requirements in every job posting.
- Interim assignment: Teachers assigned to EL students without an authorization sign an MOU and complete authorization coursework within two years, monitored by HR.
- Training pipeline: CalPac provides access to CTEL/CLAD preparation resources and covers or reimburses costs where budgeted.
- Annual review: The Director of Human Resources reports staffing/authorization status to the Superintendent annually so that any emerging shortage is identified and addressed before the following school year.

Professional Development

CalPac provides ongoing professional development to all teachers and paraprofessionals/instructional aides who work with English Learners, so that both are equipped with the skills needed to help ELs learn English and access grade-level content and performance standards. Topics include, but are not limited to:

- ELD Standards
- EL Roadmap Principles
- ELPAC assessment and identification levels
- Designated and Integrated ELD strategies
- SDAIE strategies and instruction
- Differentiated instruction
- Use of the EL Master Tracking Spreadsheet
- Supporting dually identified students (ELs with IEPs)
- Shared best practices

Participation and completion of training is documented for all staff, including instructional aides, working with EL students or their parents.

Funding and Resources

Consistent with 20 USC §1703(f) and Castañeda v. Pickard, CalPac ensures that every EL has adequate basic and supplemental resources and an equal opportunity for academic achievement across the full core curriculum, including courses necessary to complete graduation requirements.

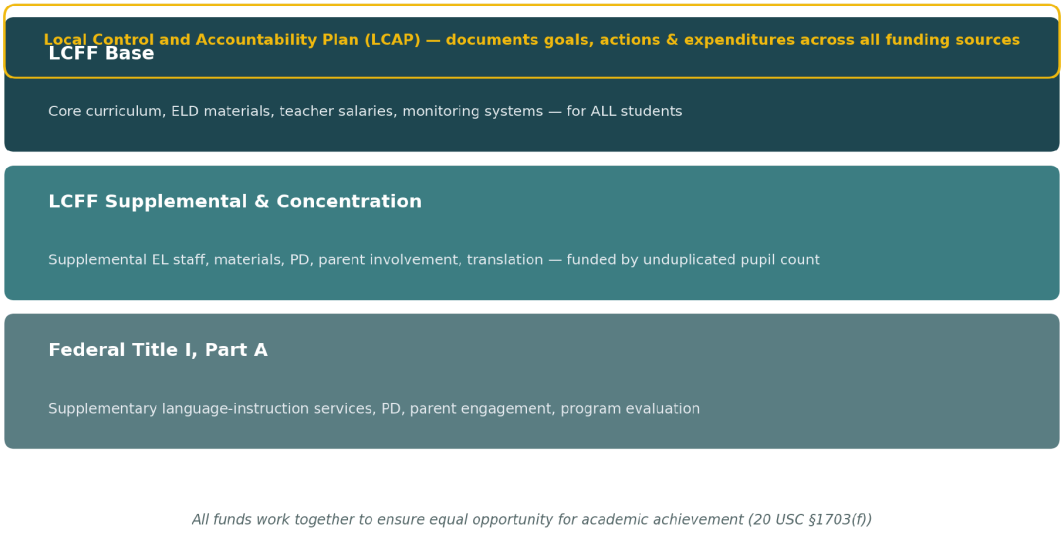

Figure 5. EL services are supported by layered funding streams, coordinated through the LCAP.

Base Program (LCFF Base)

CalPac's general fund/LCFF Base provides the core program for all students, including core curricular materials, ELD program materials, teacher salaries, and the systems used to monitor program implementation and student progress. Core materials provide universal access so that ELs can access the core curriculum alongside their peers, including courses required for graduation.

Supplemental Funds (LCFF Supplemental and Concentration)

LCFF Supplemental funds, generated by CalPac's unduplicated EL/low-income/foster youth pupil count, supplement (not supplant) the base program. These funds may support:

- Supplemental EL teachers, tutors, or intervention staff
- Supplemental ELD/SDAIE instructional materials
- Professional development for teachers and instructional aides
- Parent involvement and training activities
- Translation and interpretation services
- Other reasonable expenditures that benefit identified EL students

Federal Title I

Title I, Part A funds support supplementary language-instruction services and are used to help ELs, including immigrant students, attain English proficiency and meet the same academic content and achievement standards as all students, while also supporting professional development, parent engagement, and program evaluation activities related to EL services.

Local Control and Accountability Plan (LCAP)

CalPac's LCAP, developed annually with input from parents, students and staff, and the community (including parent advisory input), documents the goals, actions, and expenditures – including LCFF Supplemental and Title III funds – that support EL achievement across the eight state priority areas, and is used to assess the effectiveness of EL services year over year.

Reclassification

EC §313 and 5 CCR §11308 require that any EL who (1) has demonstrated English proficiency comparable to the average native English speaker and (2) can participate effectively in a curriculum designed for native-English-speaking peers of the same age be reclassified Fluent English Proficient (RFEP). CalPac uses the following verifiable, locally established criteria, consistent with EC §313(f):

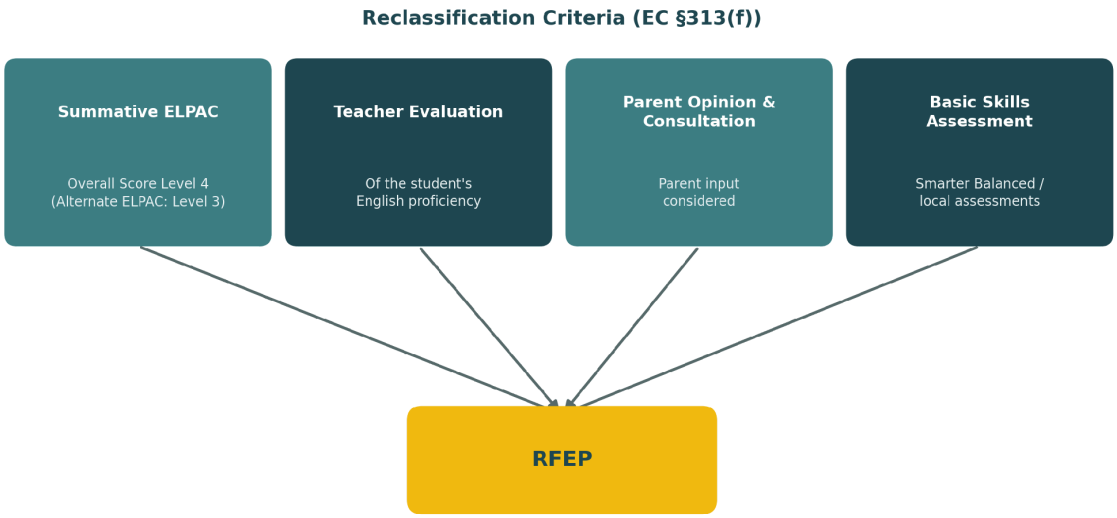

Figure 6. Four criteria are considered together to determine reclassification.

Reclassification Criteria – Standard ELPAC

Criterion	Standard
State-required: Summative ELPAC Overall Score	Level 4
Teacher evaluation	Considered
Parent opinion and consultation	Considered
Objective assessment of basic skills (Smarter Balanced/local assessments)	Considered

Reclassification Criteria – Alternate ELPAC (Students in Special Education)

Criterion	Standard
State-required: Summative Alternate ELPAC Overall Score	Level 3
Teacher evaluation	Considered
Parent approval	Considered
Smarter Balanced and/or local/formal assessments	Considered

Reclassification Process

Reclassification is conducted each year when ELPAC score reports are received. When a student meets criteria, administration drafts an RFEP notification letter documenting all data considered and sends it electronically for parent signature. Once signed, the student's language-acquisition status is updated in the student information system, on the EL Master Tracking Spreadsheet, and in CALPADS, and all of the student's teachers are notified.

Monitoring of Reclassified (RFEP) Students

Per state and federal law, reclassified students must be monitored for at least four years following reclassification. CalPac uses benchmark data to monitor RFEP students for no less than four years, ensuring the students are able to meaningfully participate in a standard instructional program comparable to their English Only peers. Students showing signs of regression are referred to the MTSS process for academic intervention and targeted instruction.

English Learners in Special Education

The IEP team, not English proficiency status, determines placement for any student with a disability (20 USC §1414[d][A][B], [d][3][B][ii]). All ELs with disabilities participate in the annual ELPAC, as determined by the IEP team: (1) the regular ELPAC without accommodations; (2) the regular ELPAC with universal tools, designated supports, and/or accommodations; or (3) the Alternate ELPAC, for students whose IEP team determines they cannot participate in the regular assessment even with supports. An IEP team may not exempt a student from the annual ELP assessment altogether.

Role of the IEP Team

Per 2023 U.S. Department of Education guidance, IEP teams must include a member with expertise in second-language acquisition and must ensure EL students with disabilities are not delayed in receiving language-acquisition services because of their disability status. The IEP team is responsible for:

- Determining how the student will participate in the state ELP assessment (ELPAC or Alternate ELPAC, and with or without supports and/or accommodations);
- Developing linguistically appropriate goals and services as part of the IEP;
- Ensuring parents who are ELs can meaningfully participate in IEP meetings, including through interpretation/translation services (34 CFR §300.322[e]; Title VI, Civil Rights Act of 1964).

Addressing EL Needs on the IEP

Students identified as EL must have their ELD needs addressed in the IEP. Students who are RFEP or IFEP are not considered ELs for IEP purposes, though their progress continues to be monitored.

- Eligibility: whether the student is an EL, has been reclassified, their primary language, and whether an interpreter is needed for parents.
- Present Levels: most recent ELPAC scores by domain; how ELD needs will be addressed in each academic area; and the student's language development and its impact on school performance.
- Special Factors: whether primary-language support is needed during integrated ELD; if yes, the supports to be provided, the setting for designated ELD, and how designated ELD will be delivered (e.g., Structured Language Immersion)
- Statewide Assessments: ELPAC accommodations mirror any CAASPP accommodations/modifications already listed in the IEP.
- Annual Goals: must be linguistically appropriate and address the student's disability-related educational needs while considering the student's English language proficiency (5 CCR §3001[m]). The IEP team must address the student's ELD needs regardless of the nature of the disability. When the student's disability also affects English language development, goals should be developed in coordination with designated and integrated ELD instruction (Ed. Code §56345)

Writing Linguistically Appropriate Goals

Based on the most recent ELPAC results, the IEP team identifies areas of need aligned to both ELD and academic standards, reflecting the student's proficiency level (e.g., Emerging, Expanding, Bridging). Baselines describe

current performance and note the ELPAC domain/level in parentheses; goals include the phrase “in English” to make the language component explicit (for example: “By [date], following teacher-led prewriting activities, [student] will compose a single paragraph in English including a topic sentence, three supporting sentences, and a concluding sentence with __% accuracy in __ of __ trials as measured by student work samples.”) The “Linguistically Appropriate” box on the IEP is checked to confirm the goal meets this standard.

Parent and Community Involvement

English Learner Advisory Committee (ELAC)

Consistent with EC §§35147, 52176(b)-(c), 62002.5, 64001(a) and 5 CCR §11308, every CalPac school site with 21 or more English Learners maintains an English Learner Advisory Committee (ELAC) composed of parents, staff, and community members. Parents/guardians of ELs constitute at least the same percentage of ELAC membership as their children represent in the student body and elect the parent members. The ELAC:

- Advises the site administrator and staff on development of the site plan for English Learners for inclusion in the School Plan for Student Achievement;
- Assists with the site's needs assessment;
- Advises on ways to make parents aware of the importance of regular school attendance;
- Elects at least one representative to the charter-wide English Learner Advisory Committee.

ELAC members receive training and materials, planned in consultation with the committee, to carry out these responsibilities; costs may be covered with appropriate categorical funds. Meeting agendas and minutes are posted on the school website.

Charter-Wide English Learner Advisory Committee

Because California Pacific Charter Schools operates multiple school sites under a single LEA, CalPac maintains a charter-wide English Learner Advisory Committee, composed of the elected ELAC representatives from each site, to fulfill the district-level advisory role required by EC §62002.5. This committee meets at least four times per year and advises the Superintendent and Governing Board on: development and revision of this Master Plan; the charter-wide needs assessment; program goals and objectives; compliance with staffing requirements; the annual Language Census; the reclassification process described in this plan; and required parent notifications. A staff liaison assists with agenda preparation, meeting logistics, minutes, and translation of materials and communications.

Legal References

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

Program Evaluation and Accountability

Consistent with EC §6841 and Castañeda v. Pickard, CalPac has established a process and criteria to determine the effectiveness of its EL program(s). The assessment and accountability program considers what students are asked to do, how performance is evaluated, and how results are used, and is responsive to the developmental, linguistic, and individual needs of English Learners. CalPac's assessment practices are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement against grade-level core standards
- Assess progress toward ELD grade-level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are effective

Assessment data is compiled and analyzed by CalPac's Data and Assessment Department and reviewed by the Superintendent and Assistant Superintendent, who develop suggested program modifications shared with the Governing Board, teachers, EL coordinators, and EL parents (including through ELAC or the charter-wide advisory committee) for input and approval.

Annual Goals and Measures

Goal	Key Measures
Increase English language proficiency	Annual ELPAC growth by proficiency level; percentage of ELs reclassified (RFEP) each year
Provide equal opportunity for academic achievement	CAASPP ELA/Math results for EL, RFEP, and EO students; course grades; retention rates
Promote positive self-concept and cross-cultural understanding	Attendance and participation rates in school activities by EL/RFEP/EO status

CalPac annually determines the number and percentage of EL students who become RFEP through ongoing CALPADS reporting, which also reports counts of EL, IFEP, and RFEP students and the number of teachers authorized to provide EL instruction.

Glossary of Terms

Term	Definition
CALPADS	California Longitudinal Pupil Achievement Data System
EL	English Learner
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ELAC	English Learner Advisory Committee (school site)
HLS	Home Language Survey
IFEP	Initial Fluent English Proficient
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LTEL	Long-Term English Learner
RFEP	Reclassified Fluent English Proficient
SDAIE	Specially Designed Academic Instruction in English
SST	Student Study Team

August 2026: The English Learner Master Plan was redesigned to align with legislation and to improve readability and usability.

~~MASTER PLAN~~
~~for~~
~~ENGLISH LEARNERS~~
~~California Pacific Charter Schools~~

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Approved by the California Pacific Charter School Board of Trustees (August 13, 2025)¶
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Kelly Wylie, Chairperson¶
Dr. Shirley Peterson, Vice Chariperson ¶
Tanya Rogers, Clerk¶
Bill Howard, Member¶
Jason McFaul, Member¶
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Presented by: Christine Feher, Superintendent¶
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EL Master Plan Committee Members:¶
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Gretchen Chamberlain¶
Dr. Ericka Zemmer ¶
Erika Stevens¶
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Mission and Vision¶

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

¶

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

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

¶

Goals and Vision for English Learner Master Plan¶

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

¶

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

¶

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

¶

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

¶

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

¶

Home Language Survey¶

For all students in TK–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the

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

¶

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

¶

ELPAC Testing¶

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

¶

The Initial ELPAC has one purpose: ¶

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

¶

The Summative ELPAC has two purposes:¶

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

¶

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

¶

*Per Assembly Bill 2268 and Ed Code Section 60810(b)(3), students in grade TK are exempt from ELPAC administration until they are enrolled in Kindergarten.¶

¶

Using Initial and Summative Assessment Results¶

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

uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from California Pacific Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cume file.¶

¶

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

¶

Initial ELPAC Student Score Reports ¶

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

¶

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

¶

The Initial ELPAC report includes the following information: ¶

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

¶

Initial ELPAC Performance Level Descriptors are:¶

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

performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards. ¶

- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards. ¶

¶

Summative ELPAC Student Score Reports ¶

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

¶

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

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

¶

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

¶

The Summative ELPAC Performance Level Descriptors are:¶

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

- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.¶

¶

English Language Development (ELD) Standards¶

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

¶

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

¶

Link to ELD Standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf¶

¶

English Language Mainstream Program¶

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

¶

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

¶

SDAIE (Specially Designed Academic Instruction in English)¶

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand,

participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).¶

¶

SDAIE Strategies:¶

- Front load academic vocabulary¶
- Visuals and realia¶
- Manipulatives available¶
- Activate prior knowledge¶
- Speak slowly and use repetition¶
- Focus on the meaning¶
- Graphic organizer/Charts¶
- Preview-Review¶
- Gestures and facial expressions¶
- Self-selected reading¶
- Scaffolding (visual content, graphic organizers, sentence frames)¶
- Consistent and Immediate Feedback¶
- Summarizing and Re-Teaching¶
- Reciprocal Teaching¶

¶

English Language Development (ELD) Instruction¶

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

¶

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

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

¶

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

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and

powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.¶

¶

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

¶

Key Themes of ELA/Literacy and ELD Instruction¶

¶

Instruction focuses on...¶

¶

Meaning Making¶

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

¶

Language Development¶

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

¶

Effective Expression¶

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

¶

Content Knowledge¶

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure

that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.¶

¶

Foundational Skills¶

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.¶

¶

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

¶

Parent Notification of Programs¶

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

¶

Monitoring of Long Term English Learners¶

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

¶

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

¶

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

¶

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

¶

Meeting the Needs of Long Term English Learners¶

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL). ¶
https://calauthorizers.org/wp-content/uploads/2020/11/Copy-of-LongTermEngLangLearner-NEA.pdf¶
¶
Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:¶
¶
The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels. ¶

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

¶
Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners ¶
¶
Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners: ¶
¶

- Recognize Distinct Needs: LTELs require a specific approach that addresses their unique challenges, separate from "struggling readers" or general ELL strategies. ¶
- Build on Prior Knowledge: Tap into students' existing knowledge and experiences to make learning more meaningful and accessible. ¶
- Integrate Language, Literacy, and Academics: Provide focused instruction in language development, literacy skills, and academic content to bridge learning gaps. ¶
- Foster Relationships: Create a supportive and inclusive classroom environment where students feel comfortable taking risks and building relationships with teachers and peers. ¶

- Ensure Rigor and Relevance: Offer challenging and relevant curriculum that connects to students' lives and interests. ¶
- Promote Active Engagement: Encourage students to actively participate in their learning through interactive activities, discussions, and project-based learning. ¶
- Assess and Review: Continuously monitor student progress and provide ongoing review and feedback to ensure they are meeting learning goals.¶

¶

Instructional Support System ¶

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

¶

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

¶

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

¶

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.¶

¶

2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.¶

- The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.¶
- Components of this program include: ELD, grade-level core curriculum and assessment.¶

¶

3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.¶

¶

4. The performance of EL and RFEP students are monitored:¶

- Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time. ¶
- Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.¶

¶

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

¶

1. Adopted Curriculum Standards¶

In California Pacific Charter School each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social

science, and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.¶

¶

2. Curriculum and Instruction Aligned with Adopted Standards¶

California Pacific Charter School supports each English Learner in their appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.¶

¶

3. Assessment and Reporting¶

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

¶

4. Monitoring and Intervention.¶

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

¶

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

¶

Staffing Authorizations¶

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

¶

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

¶

Professional Development¶

California Pacific Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content

instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals. ¶
Staff development opportunities include, but are not limited to the following:¶
¶

- ELD Standards¶
- EL Roadmap Principles¶
- ELPAC assessment and identification levels¶
- Designated and Integrated ELD strategies and instruction¶
- SDAIE strategies and instruction¶
- Differentiated instruction¶
- EL Master Tracking Spreadsheet ¶
- Addressing the needs of dually identified students (ELs with IEPs)¶
- Shared Best Practices¶

¶
To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented. ¶
¶
Reclassification¶
California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). California Pacific Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.¶
¶
Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.¶
¶
Reclassification Criteria¶
California Pacific Charter School uses the following criteria to reclassify EL students who take the standard ELPAC to RFEP status:¶
¶

- State Required: ¶
  - Summative ELPAC Overall Score of 4¶
- Additional requirements which can be used to determine student readiness for reclassification:¶
  - Teacher Evaluation¶
  - Parent Approval¶
  - Smarter Balanced and/or Local Assessments¶
  - Formal Assessments ¶

Reclassification Process¶
Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter. ¶
¶
Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification, and will be sent both electronically and by US postal service. Once the RFEP profile notification letter has been signed, the reclassification will take place. The language acquisition status of the student will be

updated in the student information, on the EL Master Tracking Spreadsheet and in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.¶

Monitoring of Reclassified Students¶

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

¶

English Learners in Special Education¶

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

- In the regular state ELP assessment without universal tools, designated supports, and accommodations ¶
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team ¶
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations. California Pacific Charter School administers the state Alternate ELPAC to students identified during the IEP process. ¶

¶

Role of the IEP Team¶

In accordance with recent guidance from the U.S. Department of Education (2023), LEAs must ensure that EL students with disabilities are not delayed in language acquisition services due to their disability status. IEP teams must include a member with expertise in second language acquisition.The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for: ¶

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4). ¶
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5). ¶
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is

discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6). ¶

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7). ¶

¶

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

¶

SpEd: Assessment¶

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student qualifies to take the Alternate CAASPP assessments through the IEP process and is also identified as an English Learner, the student will be administered the Alternate ELPAC assessment. In such cases, the Special Education Administrator will be notified to ensure the appropriate evaluation and administration of the Alternate ELPAC¶

¶

SpEd: Classification¶

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

¶

Needs of English Learners¶

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

¶

Information/Eligibility:¶

- Is the student an English Learner?¶
- Has the student been reclassified?¶
- What is the student's native language?¶
- Is an interpreter required? (*for the parents*) ¶

¶

Present Levels:¶

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)¶
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. ¶
- *Communication*: Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to their ability to communicate with others and its impact on their school performance.¶

¶

Special Factors:¶

- Mark yes or no if the student needs primary language supports during integrated ELD (across content areas)¶
  - If yes, select from the given choices¶
- Mark that the student will receive designated ELD in General Education¶
- Mark that the student is participating in Structured English Immersion (SEI) and in the comments, write: "Structured Language Immersion = Designated ELD (SEI)"¶

¶

Statewide Assessments:¶

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

¶

Annual Goals:¶

California Code of Regulations, Title 5 §3001(m) requires that IEPs for ELs include "linguistically appropriate goals, objectives, programs, and services" to support both English proficiency and academic growth.¶

- Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. ¶
- At least one goal needs to directly target ELD domains.¶
- Ensure that all other goals are linguistically appropriate¶

¶

Services:¶

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

¶

Writing Linguistically Appropriate Goals and Benchmarks¶

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address..¶
- Goals must be aligned to both ELD standards and academic standards, and reflect the student's English proficiency level (e.g., Emerging, Expanding, Bridging)¶

- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parentheses.¶
    - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)¶
- Write an annual goal to ensure that it is linguistically appropriate and includes the words "in English."¶
    - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.¶

*Note: It is best practice to insert the phrase "**in English**" to emphasize the language component of the goal.*¶

¶

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.¶

¶

Special Education Reclassification Criteria¶

California Pacific Charter School uses the following criteria to reclassify English Learners who take the ALTERNATE ELPAC to RFEP status:¶

¶

- State Required: ¶
    - Summative ELPAC Overall Score of 3¶
- Additional requirements which can be used to determine student readiness for reclassification:¶
    - Teacher Evaluation¶
    - Parent Approval¶
    - Smarter Balanced and/or Local Assessments ¶
    - Formal Assessments ¶

Parent Advisory Committees¶

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

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

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

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

~~Legal References~~¶

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

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

¶

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

¶

~~Accountability and Evaluation~~¶

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

¶

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

¶

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

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

¶

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

¶

~~California Pacific Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual~~

~~count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing~~ and authorized to provide appropriate instruction for English Learners.

Coversheet

Approval of 2026-27 Student/Parent Handbook and Annual Notices

Section:	VIII. Education/Student Services
Item:	C. Approval of 2026-27 Student/Parent Handbook and Annual Notices
Purpose:	Vote
Submitted by:	Christine Feher
Related Material:	CalPac Parent Student Handbook 2026-27.pdf CalPac Annual Notices 2026-27.pdf CalPac Parent Student Handbook 2026-27_redline_08.11.26.pdf

BACKGROUND:

The revised Handbook and Annual Notices were developed using the San Diego County Office of Education (SDCOE) templates as a reference and were modified as necessary to reflect the operational needs of a charter school and an online learning environment. Historically, the Handbook and Annual Notices were combined into a single document. Due to the increasing number of required annual notices and to more closely align with the format modeled by SDCOE, the documents have now been separated.

The Handbook was also reviewed and updated to align with current Board-adopted policies and practices.

RECOMMENDATION:

It is recommended the Board approve the 2026-27 Student/Parent Handbook and Annual Notices for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

California Pacific Charter Schools

Student/Parent Handbook

Revised August 2026

California Pacific Charter Schools
940 South Coast Drive #185, Costa Mesa, CA 92646
www.cal-pacs.org

Dear CalPac Families,

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

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

Sincerely,

Christine Feher
Superintendent
California Pacific Charter Schools

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Welcome to CalPac

General Information

California Pacific Charter Schools ("CalPac") serves three charter schools. They are:

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

CalPac Mission Statement

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

CalPac Vision Statement

CalPac, in partnership with our community, will:

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

CalPac Core Values
CALPAC CARES

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

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

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

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

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

Student Learning Outcomes

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

Creative and Complex Thinkers

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

Effective Communicators

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

Community/Global Participants

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

Empowered and Independent Learners

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

Charter Authorizers

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

California Pacific Charter - Sonoma, authorized by Guerneville School District

Terminology

The following is a list of commonly used terms:

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

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

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

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

Learning Period (LP) - The instructional days as listed on the school year calendar, usually about 4 weeks.

WASC Accreditation

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

School accreditation:

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

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

School Site Council

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

CalPac has established a School Site Council (“SSC”), which serves as a parent advisory committee and plays an important role in ensuring CalPac is responsive to student and parent needs, and provides the opportunity for continual improvement. The SSC meets regularly and

functions to make recommendations and provide feedback to school administration regarding specific areas of school operations. Those areas include:

1. Curriculum/Instruction/Assessment
2. School Program Development
3. Development of the School Plan for Student Achievement ("SPSA")
4. School budget, including the Local Control and Accountability Plan ("LCAP")

The SSC also serves to share information from the school with the parent community, invite feedback and ideas from parents/guardians, and involve students in school conversations. Parents/guardians are encouraged to participate.

Enrollment & Attendance

Student Admissions and Enrollment

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

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained, credentialed teachers to serve as the teacher of record.

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

Student Enrollment

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

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

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

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

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

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

Enrollment Requirements

To be considered for enrollment in CalPac, students must live in one of the following counties: Sonoma, Mendocino, Marin, Lake, Napa, Solano, Contra Costa, San Diego, Imperial, Riverside, Orange, San Bernardino, Los Angeles, Kern and Ventura. In accordance with charter law, students may not be concurrently enrolled in this school and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend CalPac. To maintain enrollment, students must continually physically reside in one of the aforementioned counties. Any travel more than 14 calendar days outside of the county in which the student resides, must be approved by the grade-level administrator. If a student travels outside of California, all special education services will cease until the student returns, and compensatory time will not be offered. Any students who reside outside of the county for more than 30 calendar days will be involuntarily removed from CalPac.
For a list of acceptable proof-of-residency documentation, or to appeal an enrollment decision related to residency, see Appendix A: Meeting Residency Requirements for School Attendance.

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

Grade Level Placement

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

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

CalPac Grade Level Placement Chart

Specific guidelines for Transitional Kindergarten, Kindergarten, and 1st Grade:

- **Transitional Kindergarten (TK):** Children who are age-eligible for Transitional Kindergarten (fourth birthday occurs on or before September 1st of that school year) will be placed accordingly. Parents do not have an option to petition for a Kindergarten placement.
- **Minimum age requirement for Kindergarten:** A child shall be admitted to a Kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth (5th) birthday on or before September 1st of that school year. (EC Section 48000; Kindergarten Readiness Bill 1381)
    - Kindergarten Continuance Form (English)
    - Available Translations of the Kindergarten Continuance Form
- **1st Grade placement if did not attend kindergarten:** A child shall be admitted to the 1st grade of an elementary school during the first month of a school year if the child will have his or her 6th birthday on or before September 1st of that school year. (EC Section 48010)

Adult Student Enrollment

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

Previous Expulsion

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

For students who seek admission at CalPac, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the the Superintendent or designee and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation following the meeting regarding the determination.

Enrollment/Application Timeline

Students may apply for admission at any time during the academic year. However, if a student applies for admission at CalPac when the charter school is at capacity, the application will be held until space becomes available following CalPac's Lottery Policy. Please refer specifically to board approved policy 5065 - Lottery Policy, on the CalPac website.

Concurrent K-12 Enrollment

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

Private Schools and Concurrent K-12 Enrollment

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

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

Transitional Kindergarten (TK) and kindergarten students may participate in a two- to three-day-per-week private preschool or after-school program while enrolled at CalPac, so long as the criteria below are met.

Students enrolled in TK or Kindergarten at CalPac may not be dually enrolled in another public school or publicly funded program. Parents and guardians may, however, opt to enroll their student in a private after-school program or private preschool program while the student is enrolled in TK or Kindergarten at CalPac, provided that the parents/guardians:

1. Enroll the student in a private program only — not a public school, public preschool, or other publicly funded program; and
2. Ensure the student completes the coursework required of all students enrolled in TK or Kindergarten at CalPac while actively enrolled.

Independent Study Attendance and Progress Requirements

Master Agreement

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

Attendance Policy

Attending a virtual school can be an exciting educational adventure. However, transferring from a traditional in person school to an online school can be a big change for any student. Without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with

these decisions when first starting an online program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work each week.

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

- Students are required to log in and to complete work in their online courses each school day.
- It is the expectation that students follow each course's assignment calendar/pacing guide and to complete assignments by their posted due dates.
- If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
- Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
- Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
- Students must check-in with their teachers every week via phone, text message, online classroom, or email.
- Students are required to participate remotely or attend all state testing in person at a designated location.

Attendance noncompliance will trigger the school's student re-engagement process and continued noncompliance may result in involuntary removal from the school. Please refer specifically to board approved policy 6115 - Attendance, Support, and Involuntary Removal Policy on the CalPac website for the complete policy and expectations.

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

Adequate Progress Policy

CalPac is committed to student success. Our program strives to support students to make adequate academic progress toward mastering grade-level content, completing all courses, and ultimately earning a high school diploma within their established 4-year graduation cohort.

- Complete 100% of assigned coursework by the due date.
- Complete a minimum of 20% of each actively assigned class each learning period (Traditional Program)
- Complete a minimum of 1 actively assigned academic course, excluding PE, for each established learning period. (Credit Recovery)
- Attend all required classes, meetings, and participate remotely or attend all in-person state testing appointments, as determined by the program.
- Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Adequate progress noncompliance will trigger the school's student re-engagement process, including potential placement on academic probation. Continued noncompliance may result in involuntary removal from the school. Please refer specifically to board approved policy 6055 - Adequate Progress Policy on the CalPac website for the complete policy and expectations.

Academics

Curriculum

CalPac uses state standards aligned nonsectarian digital curriculum selected by the school's curriculum review committee with input from teachers, students, and parents/guardians. Curriculum is reviewed and updated on a multi year cycle. The selected curriculum serves as a student's independent study work for each class course and is overseen by the credentialed teacher of that class. Certain courses and grade levels may also include consumable workbook materials provided to the student. The curriculum for CalPac is copyright protected, but students may print pages for their educational use.

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

Supplemental Curriculum

Additional curriculum, including skills practice like Freckle, is integrated into courses and is used to supplement and enrich the main course curriculum. Supplemental curriculum may make up a portion of the final grade in the class at the school's and teacher's discretion.

Course Catalog (High School Only)

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

Prerequisites (High School Only)

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

How to Clear a Prerequisite

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

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

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

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

CalPac Course Policies

Adding a Course

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

Transfer Between Two Courses

Students requesting a transfer from one course to another must submit a written request (email is acceptable) from a parent/guardian or the adult student to the assigned School Counselor. This applies even if the transfer is suggested by an instructor or School Counselor. Students may only request a transfer from one course to another during the first ten (10) business days of the course.

Dropping a Course

Students requesting a drop must submit a written request (email is acceptable) from a parent/guardian or adult student to the School Counselor. The School Counselor must approve all drops before processing. Elective drops for middle school students must be approved by the Assistant Director of Middle School.

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

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

Major Projects and Essays

Students are expected to complete and submit all projects and essays by the due dates established by their teacher as they progress through the course. Submitting work by the assigned due date supports timely feedback, ensures students remain on pace, and promotes successful course completion. Work submitted after the teacher-assigned due date may be subject to a reduction in grade, as outlined in the course syllabus or teacher's grading policy.

To support timely grading and accurate reporting of final semester grades, all major projects and essays must be submitted no later than five (5) calendar days prior to the last day of the semester.

This deadline provides teachers with adequate time to evaluate student work, provide feedback when appropriate, and submit final course grades by required reporting deadlines.

Students who experience extenuating circumstances may request an extension. Extension requests must be reviewed and approved by a school administrator and will be considered on a

case-by-case basis. Approval of an extension is not guaranteed and will depend upon the individual circumstances presented.

Credit Recovery Program (High School Only)

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

Graduation Requirements

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

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

For more on how these requirements are designed to prepare students for postsecondary success, and CTE course options that satisfy the Visual & Performing Arts/World Language/CTE requirement, see Appendix A: High School Graduation Requirements.

A-G Requirements

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

Minimum A-G requirements for UC/CSU admissions can be found here:
https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html

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

California Pacific Charter School - Sonoma
https://hs-articulation.ucop.edu/agcourselist/institution/5422
California Pacific Charter School - San Diego
https://hs-articulation.ucop.edu/agcourselist/institution/1893
California Pacific Charter School - Los Angeles
https://hs-articulation.ucop.edu/agcourselist/institution/4998

Requirements can also be satisfied by completing college courses or earning specific scores on SAT, Advanced Placement, or International Baccalaureate exams. Details about examination and coursework that satisfy the A-G requirements can be found here -
https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html
For information on California community college admission and other postsecondary planning resources, see Appendix A: College Admission Requirements.

Grades and Credit

Report Cards

All students in grades TK-12 will receive an official report card with grades and comments on their academic performance for that semester. Students in grades TK-2 receive a numerical proficiency grade from 1-4 while students in grades 3-12 receive a letter grade.

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

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

Proficiency Grade (TK-2)	Letter Grade (3-12)	Percent Grade	4.0 Scale
4	A+	97-100%	4.0
	A	93-96%	4.0
	A-	90-92%	3.7
3	B+	87-89%	3.3
	B	83-86%	3.0
	B-	80-82%	2.7
	C+	77-79%	2.3
	C	73-76%	2.0
2	C-	70-72%	1.7
	D+	67-69%	1.3
	D-	63-66%	1.0
	D	60-62%	0.7
1	F	Below 60%	0.0

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

High School Only: Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy. Grades TK-8 do not receive course credits.

Grade Revision Policy

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

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

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

Incomplete Grades Policy

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

The following provisions for Incomplete grades apply:

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

Grade Appeal Policy

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised transcript where it is deemed appropriate.

Transfer Credits

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

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

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

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

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

Transfer Credits from Non-Accredited Schools and Homeschools

CPCS welcomes students from diverse educational backgrounds; however, credits earned at non-accredited schools or homeschools are not accepted toward high school graduation requirements.

Accepted Credit Sources

Credits toward graduation will only be granted for courses completed at:

- Public schools within California or other U.S. states
- Private schools accredited by a recognized accrediting body
- Postsecondary institutions accredited by a recognized regional or national accreditor, when enrolled through CPCS's concurrent enrollment program

- Foreign secondary schools accredited or recognized by that country's Ministry of Education or equivalent authority (official certified transcripts required; all foreign transcripts are evaluated by a third-party service to determine U.S. course and credit equivalency)

Grade Level Placement

Students transferring from non-accredited schools or homeschools will be placed based on their 9th-grade cohort year as recorded in CALPADS. If no CALPADS record exists, placement will be determined by the student's chronological age, consistent with California Department of Education guidance.

Transcripts

Official transcripts should be requested online at least two weeks prior to deadlines. Transcripts and student records will be withheld until all financial obligations (including the return of CalPac computers and/or non-consumable materials) are cleared from a student's account. Transcripts are fulfilled through Parchment: https://www.cal-pacs.org/contact-us/#transcripts

Repeated Courses

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

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

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

High School Credit for Middle School Coursework

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

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

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

College Preparatory Offerings

In accordance with California Education Code § 48980.6, California Pacific Charter Schools provides this annual notice to parents and guardians of students in grades 7–12 regarding available dual enrollment and advanced academic opportunities.

California Pacific Charter Schools is proud to offer multiple pathways for students to earn college credit while in high school. Students may take college courses through concurrent enrollment at a local college campus or participate in college-level coursework through our partnership with Irvine Valley College. All students interested in dual enrollment must meet the eligibility requirements established by both our school and the participating college, which may vary. Students wishing to pursue dual enrollment coursework should consult with their assigned counselor.

In addition to dual enrollment, we offer Advanced Placement (“AP”) courses and a robust selection of A-G approved courses that meet University of California (“UC”) and California State University (“CSU”) admissions requirements.

To view our full course list, including dual enrollment options and A-G approved coursework, please visit:

California Pacific Charter School - Sonoma
https://hs-articulation.ucop.edu/agcourselist/institution/5422
California Pacific Charter School - San Diego
https://hs-articulation.ucop.edu/agcourselist/institution/1893
California Pacific Charter School - Los Angeles
https://hs-articulation.ucop.edu/agcourselist/institution/4998

Promotion, Retention, and Acceleration

Students grades TK-8 at CalPac will be promoted to the next grade level each year unless determined by the faculty that the student has not met minimum proficiency levels. Minimum proficiency will be determined by a variety of measures, including the student’s score on the California Assessment of Student Performance and Progress (CAASPP) Test, the student’s

grades, or performance on school performance-based assessments. The parent/guardian will be informed early in the school year if their student is considered at risk of retention. The parent/guardian will need to work with their student's Homeroom Teacher and the school's Student Success Team to ensure that all necessary steps are taken prior to a student's retention. The determination to retain must be agreed upon in writing by both the parent/guardian and school administration. Students will only repeat a grade in the case that there is substantial evidence that the student lacks academic readiness in the areas of math, reading, and language arts. Students may not be held back more than once.

Regardless of credit deficiency, high school students will be promoted to the next grade level each year and allowed to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, CalPac will provide the student with an opportunity to continue their education, as long as they are making adequate progress towards a diploma, per California Education Code.

Students who wish to accelerate may do so with the recommendation of their school counselors and the approval of a school administrator. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early only if they have met all of the criteria for graduation. TK-8 students must show exceptional and consistent academic performance before grade acceleration will be considered.

Please refer specifically to board approved policies 5095 - Grade Retention Policy and 5060 - Grade Promotion Policy on the CalPac website for further information and process steps.

English Learners

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

- All potential English Learners are tested within the first 30 days of their first day of school
- English Learners at CalPac receive designated and/or integrated language supports from credentialed teachers. Instruction is designed to meet the linguistic and academic needs of English Learners through scaffolded curriculum and appropriate accommodations aligned to students' language proficiency levels.
- All English Learners are tested annually at the end of each year
- Students who meet the minimum qualifications will be reclassified upon receipt of Summative ELPAC results

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

CalPac uses the following criteria to reclassify EL students who take the ELPAC to RFEP status:

- State Required:
  - Standard Summative ELPAC Overall Score of 4
  - Alternate Summative ELPAC Overall Score of 3
- Additional requirements which can be used to determine student readiness for reclassification:
  - Teacher Evaluation
  - Parent Approval
  - Smarter Balanced and/or Local Assessments

Academic Integrity

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

Academic dishonesty occurs when a student either intentionally or unintentionally cheats, misuses work, produces work or responses that are not the student's own, plagiarizes, or fabricates information. All suspected incidents of academic dishonesty will be investigated. The school has full discretion to determine the authenticity of all student work, including requiring students to complete work under observation with school staff, using plagiarism and AI screeners to check work authenticity, and monitoring student actions, sites visited, etc, using school device monitoring software.

While parents, guardians, and learning coaches are encouraged to support students by clarifying directions, guiding them through assignment steps, and uploading assignments, students are expected to complete all work independently and at their ability level. Providing excessive help, such as giving answers, writing responses, or completing assignments or assessments on the student's behalf, is a violation of CalPac's 5050 Academic Integrity Policy. The school must be able to assess what students know and can do on their own to accurately evaluate student work and progress.

Student assignments or assessments determined to be overly supported or completed by someone other than the student may result in the work being rejected, a failing grade issued, the student being required to redo the assignment or assessment with a teacher to verify their own understanding and skills, and any of the other consequences outlined in the Academic Integrity Policy.

Academic Dishonesty/Plagiarism/Cheating

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

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

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

- Plagiarism is using another person's words or ideas without giving proper credit to that person or giving the impression that another person's work is the student's own work.
- Any form of cheating on examinations, including quizzes, tests, exams, local assessments, and the like. Parent/Guardian or learning coach assistance with exams or assessments is considered cheating, will invalidate scores, and require a retake with the teacher.
- Falsifying information for any assignments.
- Submitting an assignment that was partially or wholly completed by another person, including work done for the student by the parent/guardian or learning coach.
- Copying work or written text from another student, the internet (including AI generated text), or any document without giving due credit to the source of the information.
- Using artificial intelligence (AI) tools, chatbots, browser extensions, scripts, bots, answer-generating websites, or any other automated tool to produce work, complete assignments, or obtain answers to questions, quizzes, tests, or assessments. Unless a teacher has explicitly permitted the use of a specific AI tool for a specific assignment, students are expected to submit work that is entirely their own. This includes using such tools to translate, paraphrase, or rewrite text in order to present it as original work, as well as sharing or distributing AI-generated answers, scripts, or answer keys to other students.
- Submitting an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include but is not limited to, providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination, or assignment.

CalPac Disciplinary Action for Academic Dishonesty/Plagiarism/Cheating

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

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

Student Conduct, Safety & Discipline

School Policies/Procedures/Regulations

School Honor Code

The honor code dictates that students exhibit four key values:

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

Harassment and Cyberbullying

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

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

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

Harassment and cyberbullying of or by students or teachers will not be tolerated in the online environment. Harassment is defined as unwanted conduct based on a protected class. For the

complete list of protected characteristics and CalPac's full anti-harassment, intimidation, discrimination, and bullying policy, see Appendix A: Safe Place to Learn Act.

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

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

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

Steps for Students to Follow

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

- Do not respond to the person accused of harassment or cyberbullying.
- Document specific instances of cyberbullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
- If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation. (See Appendix for form.)
- If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the School Counselor and send the School Counselor the documentation. (See Appendix for form.)
- If the abusive communication is from a staff member, report the situation to the School Administrator.
- If the abusive communication is from the School Administrator, report the situation to the School Counselor who will report it to the Superintendent or designee.

Administrative Action Plan

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

- The teacher will collect and review documentation if abusive communication occurs as part of the coursework.
- The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to the School Administrator. This

will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- The teacher will warn the student about possible expulsion for repeated offenses.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.

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

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

Disciplinary Action for Students Engaging in Harassment or Cyberbullying

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

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

The School Administrator initiates administrative expulsions as described above.

For complaints specifically alleging sexual harassment, including how to contact CalPac's Title IX Coordinator and the formal investigation and appeal process, see Appendix A: Sexual Harassment.

Civility Policy

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

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

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

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;
- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

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

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.

2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Please refer specifically to board approved policy 1010 - Civility Policy on the CalPac website

Code of Conduct Policy

The Board of Directors of CalPac mandates that all Education Partners and their staff maintain high standards of behavior and professionalism, upholding defined boundaries when interacting with students. An "Education Partner" refers to companies providing products or educational services, and their staff does not hold an employment relationship with the School. The policy outlines specific acceptable and unacceptable behaviors, such as maintaining professional communication and avoiding personal or intimate gifts. Additionally, all involved must undergo a comprehensive fingerprint and background check. If any staff suspects boundary violations or inappropriate behavior, they are required to immediately report it to the School.

Please refer specifically to board approved policy 1010 - Civility Policy on the CalPac website for the complete policy and expectations.

Dress Code

Students are required to follow the dress code while participating in online classes, ensuring a respectful and focused learning environment. The following guidelines outline specific expectations for appropriate attire during virtual school sessions:

- Clothing Requirement: Students must be fully dressed in appropriate clothing at all times while on camera. Sleepwear or pajamas are not allowed.
- Respectful and Clean Attire: Students should wear clean, neat, and respectful clothing. Excessively revealing clothing is not permitted.
- No Disruptive Clothing: Attire should not include offensive language, vulgar imagery, or symbols that promote hate speech, violence, or harmful stereotypes.
- No Visible Undergarments: Students' undergarments should not be visible on camera.
- Camera and Background Expectations:
    - Appearance on Camera: Students are expected to be mindful of their appearance while participating in online classes.

    - Backgrounds: Virtual backgrounds are provided by the school and encouraged to be utilized to keep the online classroom free from distractions to maintain a professional online environment.
- Consequences for Dress Code Violations: Violations may result in warnings, removal from the virtual class, or other disciplinary actions.
- Accommodations: The school will consider cultural, religious, and individual circumstances when enforcing the dress code.

This policy is designed to foster a positive and inclusive online learning atmosphere and will be reviewed as needed to ensure alignment with school values.

Alcohol, Tobacco, and Drugs

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

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

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors will contact the School Administrator. The School Administrator will investigate the situation and if warranted, will report this to the student's parent/guardian. The School Administrator may refer students to counseling, and if warranted, to law enforcement.

Comprehensive School Safety Plan and Emergency Preparedness

CalPac follows a Comprehensive School Safety Plan to ensure emergency and disaster preparedness. Due to the virtual nature and wide geographic reach of our program, we encourage parents and guardians to develop and discuss household emergency plans with their children. This includes steps such as creating a home fire evacuation plan, identifying safe places to stop, drop, and cover during an earthquake, and preparing emergency supply kits to keep at home.

In the event of an emergency during a live (synchronous) class session, the teacher or staff member will pause instruction and advise students to follow safety procedures appropriate for their home environment.

Schoolwide safety drills may also take place during class sessions throughout the school year to help students practice preparedness.

CalPac actively monitors natural disasters such as wildfires and flooding, severe weather, and power outages. During known emergency events, the school will make every effort to contact families in affected areas and provide relevant resources.If your family is impacted by a natural disaster, outage, or other emergency, please notify your child's homeroom teacher as soon as you are safely able to do so.

Suicide Prevention Policy

Charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others.

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.

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

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

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

- The 988 Suicide and Crisis Lifeline – call or text 988,

- The Trevor Lifeline – 1.866.488.7386, The Trevor Project

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

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

7. For a more detailed review, please see board-approved Policy 5020 – Comprehensive Self-Harm and Suicide Prevention:

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

Suspension/Expulsion Procedures

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

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

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

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

Grounds for Suspension or Expulsion

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

Suspension/Expulsion Procedures

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

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

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

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

Technology

School Issued Technology

Student Computers

All coursework at CalPac is delivered online. Every enrolled student must have reliable access to a computer and the internet. To ensure students have the required technology, CalPac provides each student with a school-issued and monitored Chromebook.

This Chromebook:

- Is only accessible using the student's CalPac email account
- Remains the property of CalPac at all times

- Is preconfigured with all required applications, secure browser settings, and access to necessary instructional platforms
- Meets all specifications for completing coursework and taking state and local assessments

The secure browser features on the Chromebook are required for state and local testing; therefore, students and parents/guardians **may not refuse** the school-issued device. Students are responsible for the care of the Chromebook and all accessories (cords, power supply, and packaging) until they are returned to the school at the end of enrollment.

Damage, Loss, and Liability

Families are responsible for keeping the Chromebook in good working condition, including protecting it from food, drink, and vandalism. All damage or technical issues must be reported immediately. In accordance with Education Code 48904 and Board Approved Policy 5045 – Student Acceptable Use Policy, families may be held financially liable for lost, stolen, or willfully damaged equipment

Monitoring and Privacy

CalPac utilizes GoGuardian monitoring software during school hours of 8:00am-4:00pm to help ensure student safety and academic focus when using school technology. Monitoring occurs:

- On school-issued Chromebooks
- On personal devices when the student is logged into their school account

Monitoring may include:

- Reviewing browsing history
- Capturing screenshots
- Observing live on-screen activity
- Recording internet addresses visited, keystrokes, or text entered

Students have no expectation of privacy when using school-issued devices or accounts. Parents/guardians may access the GoGuardian Parent App to view certain activity reports, but may not disable or remove the school's safety settings.

In addition to standard use monitoring, this program includes an additional component that monitors student actions for self harm, suicide, or other concerning behaviors and notifies the school crisis team. Students also receive a message from the program highlighting that their search is concerning and offering resources. Members from this crisis team will review alerts during school hours and respond appropriately. This monitoring response only occurs during

standard school hours. While the program continues to monitor students for concerning actions and searches outside of school hours, notifications to the school crisis team will only be made during school hours. We recommend that parents/guardians remain vigilant about their child's internet use, especially during non school hours and holidays when school staff is unavailable.

Acceptable Use Policy

Use of school technology is governed by Board Approved Policy 5045 – Student Acceptable Use Policy. Students must:

- Use devices and accounts **only** for educational purposes
- Log in only with their own credentials and never share passwords
- Follow all teacher and school instructions for online conduct and participation

Students are prohibited from:

- Accessing, creating, or sharing obscene, threatening, harassing, or otherwise inappropriate content
- Using VPNs, proxy servers, unauthorized extensions, or other tools to bypass filters or monitoring systems
- Engaging in cyberbullying, cyber sexual bullying, or online harassment, including through social media
- Recording or distributing images, audio, or video of students or staff without permission
- Participating in illegal, dangerous, or disruptive online activities

Students are required to use school issued devices to support learning, academic integrity, and promote internet safety. Furthermore, CalPac issued devices have monitoring programming necessary to limit, direct, monitor, view, capture, and record student actions and device locations by school staff at any time.

Firewall Circumvention

Bypassing, disabling, or attempting to bypass or disable the school's internet filters, firewalls, or other security measures is strictly prohibited. This includes using VPNs, proxies, or other unauthorized tools.

Such actions may result in:

- Restricted or revoked access to school technology or platforms
- Required completion of digital citizenship or cyber safety training
- A conference with the student and family to review expectations and responsibilities

- Disciplinary action, up to and including removal from the independent study program if appropriate

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

Technical Assistance

CalPac offers both online and phone support for technical difficulties experienced in the functioning of the online courses. For assistance, contact Tech Support.
For CalPac's policies on personal cell phones and other mobile communication devices, and on recording live class sessions, see Appendix A: Use of Mobile Communication Devices and Electronic Listening & Recording Devices.

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

Virtual Meeting Recording

California Pacific Charter Schools allows staff, including but not limited to, teachers and service providers, to record virtual meetings for educational purposes. Instructors and providers may record sessions to help students who miss class or for other internal use, such as reviewing teaching methods. Recordings comply with student privacy laws Family Educational Rights and Privacy Act ("FERPA") and will not be shared outside of the organization without permission. The school securely stores recordings and deletes them after a set time.

Testing & Assessment

Testing

Local Assessments and Reading Screeners

Students in grades 2 to 11 will take a start-of-year and end-of-year local assessment to determine grade level mastery in math and reading skills. Additionally, in accordance with Education Code Section 53008, students in kindergarten through grade two will complete a Reading Screener at least once during the academic school year. The results are used to see where students are performing in relation to their actual grade level and where additional intervention is needed to support all students in accessing grade level material. Please refer specifically to board approved policy 6040 - Local Assessment Policy, on the CalPac website for all local assessment and reader screener information and requirements.

For more information on the reading screener tool used, how results are used, and supports available to students identified as at risk, see Appendix A: Screening for Reading Difficulties.

Final Exams

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

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

Standardized Testing

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

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

For information on parents' right to annually request an exemption from CAASPP or CAA assessments (note: this exemption does not apply to the ELPAC or Physical Fitness Test), see Appendix A: Participation in Statewide Assessments.

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

ELPAC Initial Assessment - The ELPAC Initial Assessment is given to students in grades K–12, whose primary language is not English to determine their ELP status. The Initial Assessment is

administered only once during a student's time in the California public school system, based on the results of the home language survey.

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

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

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

California Alternate Assessment (CAA) for Science: Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12. The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught. The test will be administered in-person at a neutral site near the student's home.

California Assessment of Student Performance and Progress (CAASPP testing) for English Language Arts/Literacy (ELA) and Math (SBAC): The SBAC utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do in English and math. The Summative Assessments are comprehensive end of year assessments aligned with the Common Core State Standards that measure progress toward college and career readiness. This assessment is administered annually to students in grades 3-8 and 11. Parents have the right to opt to exempt their student from participation in the California Assessment of Student Performance and Progress (CAASPP).

California Alternate Assessments (CAAs) for ELA and Math: Students in grades 3–8 and grade 11 whose Individualized Education Program (IEP) identifies the use of alternate assessments will participate in the California Alternate Assessments (CAA). The CAAs for ELA and math are computer-based tests that are administered one-on-one in-person by a test examiner at a public location.

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

Assessment Schedule

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

Reading Screener: Students in grades K-2 are required to complete the Amira Reading Screener at least once per school year. Screener dates will be shared by the teacher in advance. Additional screener administrations may be given to support academic intervention initiatives as a measure of student growth and reading progress.

California Science Test (CAST) and Smarter Balanced Assessment Consortium (SBAC): Students in grades 3–8 and 11 will participate in the Smarter Balanced English Language Arts (ELA) and Mathematics assessments during a four-week testing window each spring. In addition, high school students will take the California Science Test (CAST) once during their high school years within the same testing window.

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

Physical Fitness Testing (PFT): The designated testing window for administration of the PFT is February 1-May 31st.

Communication

Contact Information and Communication Policy

Email Accounts

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

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

All students are expected to:

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

Tone of Contact

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

Authorized Contacts

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

School Communication Responsibilities

Email or voicemail sent to administrative personnel Monday through Thursday between 9:00 am and 4:00 pm Pacific Time (PT) will be addressed within twenty-four (24) hours of the time it was sent. Email or voicemail sent between 9:00 am and 4:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office hours will be addressed within twenty-four (24) hours of the beginning of the following business day. Teachers will post their individual office hours on their course announcement pages and in their email signatures.

All submitted coursework will be graded within seventy-two (72) hours on business days, provided it is submitted on the appropriate due date. Longer written assignments such as essays and research papers may take up to a week from the submission date to be returned.

Work submitted on Saturday or Sunday will be returned no later than the end of posted office hours on Tuesday, and work submitted Friday during school hours will be returned by the end of the posted office hours on Monday (or the next business day during school holidays). Students should keep this schedule in mind when submitting work to ensure sufficient time is provided for feedback.

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

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

Student & Family Rights

Family Educational Rights and Privacy Act

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

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

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

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

   Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want to be

changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

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

disclosures. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as "directory information" under §99.37.

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

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

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

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

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

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

Student Freedom of Speech/Expression

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

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

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

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

Parent Liability for Student Conduct

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

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

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for

the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto, unless otherwise directed by the Superintendent as outlined in board approved policy number 5130 - Damaged or Lost Instructional Materials located on the CalPac website. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts.

Quick Reference: Additional Annual Notices

The following topics are state- or federal-mandated notices. Full details for each are provided in Appendix A (CalPac's Annual Notices to Parents/Guardians), published alongside this Handbook.

McKinney-Vento (Homeless Students): See Appendix A: Rights of Students Experiencing Homelessness.

California College Guidance Initiative Data Sharing: See Appendix A: California College Guidance Initiative.

Title IX Notice of Nondiscrimination: See Appendix A: Title IX: Sex Equity in Education Act.

Pregnant or Parenting Students: See Appendix A: Married, Pregnant, & Parenting Students.

Uniform Complaint Procedures: See Appendix A: Uniform Complaint Procedures.

Safe Storage of Firearms: See Appendix A: Safe Storage of Firearms.

Bullying Policy: See Appendix A: Safe Place to Learn Act.

Child Abuse Reporting: See Appendix A: Child Abuse Prevention & Neglect Reporting.

Synthetic Drug Use: See Appendix A: Dangers of Synthetic Drugs.

Anti-Discrimination: See Appendix A: Nondiscrimination in Programs & Activities.

Comprehensive Health Education: See Appendix A: California Healthy Youth Act.

Consent to Physical Examination: See Appendix A: Consent to Physical Examination.

HPV Immunization: See Appendix A: HPV Immunization.

Surveys: See Appendix A: Surveys.

Human Trafficking Prevention Education: See Appendix A: Human Trafficking Prevention Education.

Extra-Curricular Activities

Extra-Curricular Activities and Organizations

Clubs

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

Field Trips

CalPac offers field trip opportunities to currently enrolled students and their families. They are not required, and CalPac does not provide transportation to and from these events. California Education Code Section 35330(d) provides that all persons participating in an excursion shall be deemed to have waived all claims against CalPac for injury, illness or death occurring during or by reason of an excursion.

California Pacific Charter Schools

Annual Notification to Parents/Guardians

2026-2027 School Year

California Pacific Charter Schools ("CalPac") is referred to throughout this document by that abbreviation, except where otherwise noted.

California Pacific Charter Schools
Sonoma | San Diego | Los Angeles
940 South Coast Drive #185, Costa Mesa, CA 92646
www.cal-pacs.org

Board Approved: August 11, 2026

Academic Program

Advanced Placement Exam Fees

Advanced Placement ("AP") courses provide rigorous academic coursework opportunities for high school students. The successful completion of AP courses and the subsequent AP examinations, which are conducted by the College Board and for which college credit may be awarded, provide a cost-effective means for high school students to obtain college-level coursework experience.

Any economically disadvantaged student who is enrolled in an AP course may apply to their School Counselor to cover the costs of AP examination fees, with no limit on the number of exams covered.

Availability of Language Acquisition Programs & Language Programs

Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible. As required by 5 CCR 11309, language acquisition programs for English learners must: (1) be designed using evidence-based research and include both Designated and Integrated English Language Development; (2) be allocated sufficient resources to be effectively implemented; and (3) lead to grade level proficiency and achievement of state-adopted academic content standards in English within a reasonable period of time.

English Learners at CalPac are placed in an English Language Mainstream Program designed to promote high levels of English proficiency and access to the core curriculum. English is the language of instruction for all subjects, with SDAIE support from the primary instructor; students may also be concurrently enrolled in a designated ELD support class. ELD instruction continues until the student is reclassified.

Language Program

CalPac does not currently offer a distinct world language "language program" separate from its regular course catalog. Students may enroll in world language elective courses as part of the standard course offerings.

California Healthy Youth Act

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus ("HIV") prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them

from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking, and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

This instruction is provided in the PE 8 and PE 10 courses and is taught by CalPac staff.

Consistent with EC 51938 and EC 51950, parents have the right to:

1. Inspect the written and audiovisual educational materials used in this instruction by contacting Mrs. Bayer (lbayer@cal-pacs.org).
2. Request in writing that their child not receive all or part of the comprehensive sexual health, HIV prevention, or abuse and human trafficking prevention education (including related assessments), or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction. To opt out, submit a signed, written request to Mrs. Bayer at lbayer@cal-pacs.org.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed when students will receive the education and of the opportunity to review the educational materials.
5. Be informed that this instruction is taught by CalPac staff (not outside consultants).

California Proficiency Program

The California Proficiency Program (“CPP”), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring (paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

After passing the language arts and mathematics subtests, the student will earn a Certificate of Proficiency issued by the State Board of Education, which is the legal equivalent to a California-issued high school diploma. The student may then choose to remain in high school or exit with parent permission to begin attending higher education or start a career.

Students must meet both of the following criteria to be eligible to take a proficiency test:

1. The student must be 16 years of age or older, OR enrolled in grade 10 for one school year or longer, OR will complete one school year of enrollment in grade 10 by the end of the semester during which the next regular exam will be conducted.
2. The student must be currently subject to California's compulsory education laws.

Fee waivers are available to students experiencing homelessness and to foster youth under the age of 25. For more information, visit the CDE website at https://www.cde.ca.gov/ta/tg/cp.asp.

College Admission Requirements

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (“CSU”), and the University of California (“UC”).

California community colleges are required to admit any California resident or nonresident possessing a high school diploma or the equivalent, or anyone over the age of 18 without a high school diploma who is capable of profiting from the instruction offered.

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 college-preparatory ("A-G") courses with a letter grade of "C" or better. Students may also meet the A-G requirement through college courses or qualifying exam scores.

CaliforniaColleges.edu is California's official college and career planning platform, and a component of the state's Cradle-to-Career (“C2C”) Data System. Additional resources include hs-articulation.ucop.edu, cccco.edu, assist.org, calstate.edu, and universityofcalifornia.edu.

Students will have the opportunity to meet with their assigned School Counselor for help choosing courses that meet college admission requirements and/or enrolling in career technical education (“CTE”) courses. For more information about CTE, visit www.cde.ca.gov/ci/ct.

Course Prospectus

At least once every year, CalPac compiles a prospectus (course catalog) that provides the curriculum, including titles, descriptions, and instructional aims of every course offered by its schools. To review the prospectus, visit https://www.cal-pacs.org/academics/courses. CalPac may charge for a printed copy of the prospectus an amount not to exceed the cost of duplication.

Course Selection & Career Counseling

A school counselor, teacher, instructor, administrator, or aide must not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity must explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact your School Counselor for details.

Dual Enrollment or IB Courses

In accordance with California Education Code § 48980.6, CalPacprovides this annual notice to parents and guardians of students in grades 7-12 regarding available dual enrollment and

advanced academic opportunities. CalPac does not currently offer International Baccalaureate coursework.

CalPac is proud to offer multiple pathways for students to earn college credit while in high school. Students may take college courses through concurrent enrollment at a local college campus or participate in college-level coursework through our partnership with Irvine Valley College. All students interested in dual enrollment must meet the eligibility requirements established by both CalPac and the participating college, which may vary. Students wishing to pursue dual enrollment coursework should consult with their assigned counselor.

In addition to dual enrollment, CalPac offers Advanced Placement courses and a robust selection of A-G approved courses that meet UC and CSU admissions requirements. To view the full course list, including A-G approved coursework by site, please visit:

- California Pacific Charter School - Sonoma: https://hs-articulation.ucop.edu/agcourselist/institution/5422
- California Pacific Charter School - San Diego: https://hs-articulation.ucop.edu/agcourselist/institution/1893
- California Pacific Charter School - Los Angeles: https://hs-articulation.ucop.edu/agcourselist/institution/4998

Exemption Based on Religious Beliefs

In certain courses, where appropriate, teachers may objectively discuss the role of various religions in history, world cultures, literature, and the arts, without promoting, denigrating, or showing preference for any particular religion, sect, or religious viewpoint. CalPac will ensure that instruction and instructional materials will not interfere with the religious development of any student in whatever beliefs, customs, and/or practices the student embraces, and will treat all religious convictions, including nonbelief, with fairness and respect.

Parents have the right to request in writing that their child not participate in instruction on the basis of their religious beliefs, customs, or practices. The written request, submitted to the Superintendent's Office, must include:

1. The specific instructional content that is subject to the opt-out.
2. The specific religious belief(s), custom(s), and/or practice(s) with which the specific instructional content substantially interferes.
3. How the specific instructional content substantially interferes with the specific religious belief(s), custom(s), and/or practice(s), including any individual student characteristic relevant to the opt-out request.

The Superintendent's Office will evaluate each opt-out request and determine whether it will be granted. When granted, the student will not be subject to disciplinary action, academic penalty, or other sanction.

Exemption from Harmful or Destructive Use of Animals

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must notify the teacher of the objection. Objections must be substantiated by a note from the student's parent.

When a student chooses to refrain from participation in an educational project involving the harmful or destructive use of animals, the teacher may work with the student to develop and agree upon an alternate project, if possible, so that the student may still obtain the knowledge, information, or experience required for the course. The alternative project will require comparable time and effort and will not be more difficult than the original project. Students choosing an alternative educational project must pass all exams for the course to receive credit; if a test requires the harmful or destructive use of animals, the student may similarly request an alternative test. No student will be discriminated against based on their decision to exercise these rights.

Exemption from Health Instruction

CalPac is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions, of the student's parent, the student's parent may submit a written request to the Superintendent's Office to excuse the student from that part of the instruction.

High School Graduation Requirements

Students should, upon graduation, have opportunities that prepare them for postsecondary education and career success. To that end, requirements have been designed to promote choices, whether career or academic, to give every student a springboard to a successful life. To obtain a diploma, students must complete the course of study prescribed by CalPac.

CalPac offers career technical education (“CTE”) courses aligned to the CTE model curriculum standards and framework adopted by the State Board of Education, allowing students an alternative means to meet the Visual & Performing Arts/World Language/CTE graduation requirement. All CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law, and CalPac will ensure that lack of English language skills is not a barrier to admission and participation in CalPac's CTE program.

For more information about high school graduation requirements, including a list of CTE courses offered and how each requirement satisfies or does not satisfy the subject matter requirements for admission into the CSU or UC schools, visit https://www.cal-pacs.org/academics/courses/ or check the UC Doorways website.

Participation in Statewide Assessments

Every year, depending on their enrolled grade and english language acquisition status, California students may take several statewide assessments (CAASPP or CAA, which include the Smarter Balanced Assessment in ELA and math and the CA Science Test, ELPAC or Alternative ELPAC, and

Physical Fitness Test) that, combined with grades, classwork, and teacher observations, give families and teachers a fuller picture of student learning.

Pursuant to California Education Code Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP or CAA assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

For specific testing dates and windows, please refer to the school's assessment schedule, published on the CalPac website and shared by your child's teacher.

Screening for Reading Difficulties

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties using the Amira Reading Screener. Screenings are part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening results are not used for any high-stakes purpose (e.g., teacher evaluation, accountability, grade promotion/retention, gifted identification, EL reclassification, or identification as an individual with exceptional needs) — they serve as a flag for potential risk of reading difficulties, not a diagnosis.

If a student is identified as at risk, CalPac will provide supports and services appropriate to the specific challenges identified, which may include evidence-based literacy instruction, progress monitoring, early intervention, one-on-one or small group tutoring, and further evaluation as needed.

For the 2026-2027 school year, students in kindergarten through grade 2 will be assessed during the winter assessment window, which is 1/26/27 to 2/5/27. Students enrolling after this date will be assessed within 45 calendar days of enrollment.

A student may be exempted from the screening if the parent provides prior written consent and the student meets any of the following criteria: (1) has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; (2) is eligible for an IEP or Section 504 Plan; or (3) is in the process of being assessed for special education eligibility under IDEA or a Section 504 Plan, making the screening redundant.

Parents who wish to opt their child out of the screening, whether or not they meet the exemption criteria above, must provide written notice to Mrs. Victoria Campbell (vcampbell@cal-pacs.org), Assistant Director of Elementary School, at least 15 calendar days prior to the date of administration.

Student Financial Aid for College

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as private scholarships. Under state law, schools must ensure that students, prior to entering 12th grade, receive information

on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act Application ("CADAA").

CalPac advises each 11th grade student to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform, covering: the documentation and personal information required; key definitions used in the applications; eligibility requirements; application timelines and deadlines; and the importance of submitting applications early, as aid may be awarded on a first-come, first-served basis.

CalPac ensures that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission. Students should complete only one application, based on their citizenship and residency status. Information provided in these applications is handled according to applicable state and federal privacy laws.

The parent or student (if 18 or older) may opt out of this requirement by completing an opt-out form available from their School Counselor. Students who do not complete an application or submit an opt-out form will not be penalized, and it will not affect their ability to graduate.

Transfer of Coursework & Credits; Exemptions

For the purpose of this notification, an "eligible student" is a student in foster care, a student experiencing homelessness, a current or former juvenile court school student, a child of a military family, a migrant student, or a newcomer student.

Coursework and Credits

Eligible students transferring out of a school will receive an official transcript reflecting full and partial credits and grades earned. If the new school has knowledge that the transcript may not include certain credits or grades, it must contact the prior school within two business days to request the full or partial credits be issued; the prior school must issue those credits and records within two business days of the request.

Schools must accept and issue full credit for coursework satisfactorily completed at another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Eligible students cannot be required to retake a course already satisfactorily completed unless the school, in consultation with the student's education rights holder, finds the student reasonably able to complete the requirements in time to graduate.

An eligible student cannot be prevented from retaking or taking a course to meet UC/CSU admission eligibility requirements.

Exemption from Board-Adopted Coursework

An eligible student who transfers into CalPac or between CalPac schools any time after completing the second year of high school, or a newcomer student in the third or fourth year of high school, will be exempted from any Board-adopted coursework in addition to statewide

course requirements, unless it is determined the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

Eligible students will be notified of the availability of the exemption and whether they qualify. Students not properly notified, who declined the exemption, or who were not previously exempted, may request the exemption at any time. An eligible student also has the right to remain for a fifth year to complete either the statewide or CalPac's graduation requirements.

Any complaint that CalPac has not complied with these requirements may be filed in accordance with CalPac's Uniform Complaint Procedures.

Equity & Access

Antisemitism Prevention

The policy of the State of California is to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state. To ensure that classrooms are safe, welcoming, and inclusive learning environments for students of all faiths and backgrounds, including Jewish and Israeli students, antisemitic discrimination may be classified as discrimination on the basis of religion, national origin, ethnicity, or some combination of these factors. CalPac treats antisemitism with the same seriousness as other forms of hate and maintains a clear, transparent mechanism for students to report hate incidents and acts of antisemitism.

The following summarizes the protections, requirements, and responsibilities prescribed in Assembly Bill 715 (2025-26 Regular Session) to counter antisemitism in schools.

Instructional Materials & Instruction:

CalPac will not adopt or approve textbooks, instructional materials, supplemental materials, professional development materials, or curriculum that would subject a student to unlawful discrimination as specified in EC 220. No instruction or school-sponsored activity may promote discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or a characteristic specified in EC 220. This does not prohibit the continued use of appropriately adopted materials that contain inclusive and diverse perspectives.

Parents may review instructional materials used; access will be provided within a reasonable time in accordance with EC 49091.10 and the California Public Records Act.

Filing a Complaint:

A complaint alleging a violation of these protections may be filed under CalPac's Uniform Complaint Procedures, or directly with the State Superintendent of Public Instruction (“SSPI”). Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence supporting the allegation.

Appeals:

An appeal of CalPac's decision on a complaint of prohibited discrimination may be filed with the SSPI within 30 days of receiving CalPac's decision. A complaint may also be filed directly with the SSPI if CalPac fails to issue an investigation report or final decision within the 60-calendar-day UCP timeline. Civil law remedies, including injunctions, restraining orders, or other remedies, may also be available to complainants.

Educational Equity: Immigration & Citizenship Status

All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state law and the California Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All" (December 2025), CalPac is committed to providing a safe and welcoming place for students, their families, and staff. To that end, CalPac:

1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in CalPac's programs and activities on the basis of a student's or family's immigration status, or for refusal to provide information related to a student's or family's immigration status.
2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying, in accordance with CalPac's Uniform Complaint Procedures.
3. Unless required by state or federal law, or presented with a valid judicial subpoena/warrant or court order, prohibits staff from collecting citizenship/immigration status information, disclosing student or family information, or allowing immigration enforcement officers into nonpublic school areas for any purpose.
4. Ensures resources and data collected by CalPac will not be used to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other protected characteristic.
5. Requires timely reporting to the Governing Board of any requests by law enforcement to access a school site for immigration enforcement purposes, and requires staff to obtain parental consent before a student is interviewed or searched for civil immigration enforcement (absent a judicial warrant/subpoena or court order), and to notify parents when such access occurs.

Parents are encouraged to regularly update emergency contact information, including secondary contacts, and to consider completing a Caregiver's Authorization Affidavit to authorize a trusted adult to make educational and medical decisions for their child if a parent becomes unavailable.

For more information, please review Board Policy 5135 – Response to Immigration Enforcement, available on the CalPac website, as well as the “Know Your Educational Rights” appendix to this notice, which summarizes your family's rights under state and federal law.

Married, Pregnant, & Parenting Students

Responsibilities related to marriage, pregnancy, or parenting, including related conditions or recovery, may disrupt a student's education, placing them at higher risk of dropping out. In minimizing interruption to educational progress and promoting the healthy development of their children, CalPac supports married, pregnant, and parenting students in the following ways (see also Board Policy 5115):

1. CalPac will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. CalPac will not exclude or deny any student from an educational program or activity solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery; CalPac treats these conditions the same as any other temporary disabling condition.
3. CalPac may require a pregnant or parenting student to obtain physician/nurse practitioner certification of ability to participate in the regular education program.
4. Pregnant and parenting students will not be required to participate in a pregnant minor program or alternative education program; those who voluntarily participate will receive programs, activities, and courses equal to the regular education program.
5. CalPac will provide reasonable accommodations to a lactating student to express breast milk, breastfeed, or address other breastfeeding-related needs, without academic penalty and with opportunity to make up missed work. Accommodations include access to a private, secure space (not a restroom); permission to bring a breast pump and related equipment; access to a power source; safe storage for expressed milk; and reasonable time to accommodate these needs.
6. A pregnant or parenting student will be excused from school when absent due to their child's illness or medical appointment, without requiring a doctor's note.
7. During the school year of the infant's birth, a pregnant or parenting student is entitled to eight weeks of parental leave (before childbirth if medically necessary, and after childbirth to care for and bond with the infant), which may be extended if deemed medically necessary. No student will be required to take all or part of this leave. The School Counselor will ensure parental-leave absences are excused until the student returns to the regular or an alternative education program. Upon return, the student is entitled to make-up work plans and reenrollment in courses, and may return to their prior school and course of study, or choose alternative education options offered by CalPac.
8. When necessary to complete graduation requirements, a pregnant or parenting student may remain enrolled for a fifth year of instruction, unless determined reasonably able to complete requirements by the end of the fourth year.

A student under 18 who enters into a valid marriage is considered an emancipated minor for CalPac-related purposes, with all rights and privileges of students 18 or older (including

verifying their own absences, applying for a work permit, and accessing educational records), even if the marriage is later dissolved.

Any complaint alleging discrimination on the basis of pregnancy, marital, or parental status, or CalPac noncompliance with parental leave or lactation accommodation requirements, will be addressed through CalPac's Uniform Complaint Procedures.

Nondiscrimination in Programs & Activities

CalPac is committed to providing equal opportunity for all individuals in its programs and activities, including equal access to the Boy Scouts of America and other designated youth groups. CalPac's programs, activities, and practices shall be free from unlawful discrimination, including discrimination based on one or a combination of protected characteristics, including but not limited to: race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status, as well as perception of or association with any of these characteristics.

All individuals shall be treated equitably in the receipt of CalPac's services. CalPac assures that lack of English language skills shall not be a barrier to admission or participation in its programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents shall be translated into that language; parents may respond in English or the primary language.

CalPac's programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources, and free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

CalPac's programs, viewed in their entirety, comply with the Americans with Disabilities Act (“ADA”) and implementing standards/regulations. CalPac ensures its web and mobile applications comply with technical accessibility standards prescribed by law, and provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These may include qualified interpreters or readers, assistive listening devices, assistive technologies, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities should notify CalPac if they require special assistance or services, with reasonable notice given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful discrimination in CalPac's programs and activities will be investigated and resolved through the Uniform Complaint Procedures. For more information, or to reach CalPac's UCP, Title IX, Section 504, and ADA/Title II Coordinator, contact: Corrie Amador, Director of Human Resources, 940 S Coast Dr, Suite 185, Costa Mesa, CA 92626, camador@cal-pacs.org, (855) 225-7227.

Rights of Foster Youth

A foster child means any of the following: (1) a child removed from their home pursuant to Welfare and Institutions Code ("WIC") 309; (2) a child who is the subject of a petition filed under WIC 300 or 602, whether or not removed from their home; (3) a dependent child of an Indian tribe's court under tribal jurisdiction; or (4) a child who is the subject of a voluntary placement agreement as defined in WIC 11400(p).

Summary of a foster youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. If a dispute arises regarding a request to remain in the school of origin, the foster youth has the right to remain there pending resolution.
2. Right to immediate enrollment even without records normally required (proof of residency, birth certificate, immunization, transcript), required clothing, or despite outstanding fees, fines, or textbooks owed to a prior school.
3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified of any expulsion or disciplinary proceeding, including a manifestation determination review, prior to a change in placement.
4. Right not to have grades lowered for absences due to a verified court appearance, related court-ordered activity, or a court/agency decision to change placement; grades are calculated as of the date the student left school.
5. Right to have all earned full and partial credits issued and accepted.
6. Right to priority access to Summer School (CalPac's intersession program). If the foster youth moves during this period, the educational rights holder determines which program to attend.
7. Right to file a complaint through CalPac's Uniform Complaint Procedures if there is an allegation that CalPac has not complied with foster youth education requirements.

To review the standardized notice of foster youth rights, visit https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp. For assistance, contact CalPac's foster youth liaison, Yeni Sandoval, School Social Worker, 855-225-7227 x230, ysandoval@cal-pacs.org.

Rights of Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act entitles all school-aged children experiencing homelessness to the same free and appropriate public education provided to non-homeless students. A student experiencing homelessness is a child who lacks a fixed, regular, and adequate nighttime residence, including children sharing housing due to loss of housing or economic hardship; living in motels, hotels, trailer parks, or shelters; living in cars, parks, public spaces, abandoned buildings, or similar settings; or migratory children in similar circumstances. To identify all students experiencing homelessness and unaccompanied youth, a housing questionnaire is administered at least once a year, available in the family's primary language upon request.

Summary of rights:

1. Right to attend either the “school of origin” or the current school of residence, and not be required to attend a separate school for homeless children/youth. The school of origin may be the school attended when the student had permanent housing, the most recently attended school, or any school attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even without records normally required, required clothing, or despite outstanding fees, fines, or textbooks owed to a prior school.
3. Right to have all earned full and partial credits issued and accepted.
4. Right to priority access to Summer School (CalPac's intersession program). If the student moves during this period, the student's educational rights holder determines which program to attend.
5. Right to not be stigmatized by school personnel.
6. Right to file a complaint through CalPac's Uniform Complaint Procedures if there is an allegation that CalPac has not complied with these requirements.

Unaccompanied youth who meet the definition of homeless children and youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is a minor not in the physical custody of a parent.

CalPac's homeless youth liaison is Yeni Sandoval, School Social Worker, reachable at 855-225-7227 x230, ysandoval@cal-pacs.org. Notice of these rights and available resources are posted on the CalPac website.

Safe Place to Learn Act

CalPac prohibits any acts of discrimination, harassment, intimidation, and bullying. As used in this policy, these terms describe intentional conduct, whether verbal, physical, written, or electronic (including cyberbullying and cyber sexual bullying), based on actual or perceived disability; sex (including pregnancy and related conditions, and parental status); sexual orientation; gender, gender identity, or gender expression; immigration status; nationality; race or ethnicity (including hair texture and protective hairstyles such as braids, locs, and twists); religion (including agnosticism and atheism); religious affiliation; medical condition; genetic information; marital status; age; or any combination of, or association with a person or group having, these characteristics.

This policy applies to incidents occurring on the school campus, at school-sponsored events regardless of location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, contractor, or other person CalPac does business with, and to all acts of CalPac's Board of Directors in enacting policies and procedures.

Students who feel they are a target of such behavior should immediately contact a teacher, counselor, the school administrator, another staff member, or a family member. Reports and complaints should be submitted to the school administrator (or the Superintendent, if the complaint is against the school administrator) as soon as possible. Reports may be made anonymously, though formal disciplinary action cannot be based solely on an anonymous report. CalPac prohibits any form of retaliation against anyone who files a report, testifies, assists, or participates in an investigation.

Investigations are typically completed within 25 school days. If a complainant finds CalPac's resolution unsatisfactory, they may submit a written appeal to the Superintendent within five business days of the decision.

Complaints alleging conduct covered by CalPac's Uniform Complaint Procedures or Title IX Policy will be handled under those respective procedures instead. For complete details, see Board Policy 5016 – Harassment, Intimidation, Discrimination, and Bullying Policy, available on the CalPac website.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. CalPac provides a free appropriate public education (“FAPE”) to all students regardless of the nature or severity of their disability. Qualified students with disabilities are provided an equal opportunity to participate in programs and activities integral to CalPac's basic education program, including extracurricular, interscholastic, and other nonacademic activities.

To qualify for Section 504 protections, a student must have a mental or physical impairment which substantially limits one or more major life activities.

CalPac has a responsibility to identify, evaluate, and, if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as their non-disabled peers. A parent, teacher, other school employee, student success team, or community agency may refer a student to the student's counselor or Section 504 Coordinator for consideration under Section 504. If, upon evaluation, a student is determined eligible, a written Section 504 Plan will be developed specifying the accommodations and supplementary aids and services necessary to ensure FAPE.

For additional information about the rights of parents of eligible students, or questions regarding identification, evaluation, or eligibility under Section 504, please contact your student's School Counselor, or CalPac's Section 504 Coordinator, Jocelin Jones, Guidance Counselor, (949) 308-7812, jjones@cal-pacs.org. See Board Policy 6025 – Section 504 Policy for complete procedures, including referral, evaluation, 504 Plan development, and procedural safeguards.

Sexual Harassment

CalPac is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. Sexual harassment targeting students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student determined by an investigation to have engaged in sexual harassment or sexual violence will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, taking into account the entire circumstances of the incident(s). Any employee found to have engaged in sexual harassment or sexual violence toward a student will be subject to disciplinary action, up to and including dismissal.

CalPac's Title IX Coordinator is Corrie Amador, Director of Human Resources, 940 S Coast Dr, Suite 185, Costa Mesa, CA 92626, camador@cal-pacs.org, (855) 225-7227. The Title IX Coordinator is responsible for coordinating CalPac's compliance with Title IX sexual harassment complaint procedures, and for overseeing, investigating, and/or resolving sexual harassment complaints processed under the Uniform Complaint Procedures.

Instructional Program:

As a preventative measure, students receive age-appropriate instruction on: what constitutes sexual harassment (including that it can occur between people of the same sex and can involve sexual violence); that students do not have to endure sexual harassment under any circumstance; encouragement to report observed instances even when the person harassed has not complained; that any separate rule violation involving a complainant or reporter will be addressed separately and will not affect how a harassment complaint is handled; that every allegation will be investigated regardless of a complainant's compliance with formal filing requirements; CalPac's investigation procedure and who to report to; students' and parents' rights to file a civil or criminal complaint even while a CalPac investigation continues; and that supportive measures will be implemented as needed during an investigation.

Defining Sexual Harassment:

Sexual harassment is a form of sex discrimination based on sex, gender, gender identity, gender expression, sexual orientation, sex stereotypes, pregnancy-related conditions, or parental/marital/family status. It includes unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature where: submission is made an explicit or implicit condition of a student's academic status; submission or rejection is used as a basis for academic decisions; the conduct negatively impacts academic performance or creates an intimidating, hostile, or offensive educational environment; or submission or rejection is used as a basis for decisions about benefits, services, honors, programs, or activities. Conduct occurring off campus or outside school-sponsored activities is regarded as sexual harassment in violation of CalPac policy if it has a continuing effect on, or creates a hostile environment for, the student.

For Title IX complaint purposes, sexual harassment also includes: a CalPac employee conditioning an aid, benefit, or service on a student's participation in unwelcome sexual

conduct; unwelcome conduct so severe, pervasive, and objectively offensive that it denies a student equal access to CalPac's education program; and sexual assault, dating violence, domestic violence, or stalking as defined in federal law.

Reporting and Investigating:

A student or parent who believes a student has been subjected to sexual harassment, or who has witnessed it, is strongly encouraged to report the incident to the Title IX Coordinator, a teacher, a school administrator, or any other available school employee. If reported verbally or informally, the Title IX Coordinator will inform the student or parent of their right to file a formal written complaint.

Any employee who receives a report or observes an incident must forward it to the Title IX Coordinator within one workday, whether or not the alleged victim files a formal complaint or requests confidentiality. The Title IX Coordinator will determine the appropriate complaint procedure, offer supportive measures to the complainant and respondent as appropriate, and, if harassment is found to have occurred, take prompt action to stop it, prevent recurrence, implement remedies, and address continuing effects.

Records of reported sexual harassment cases are maintained in accordance with law and CalPac policy. To review the full text of CalPac's combined Title IX/Sexual Harassment policy, visit https://www.cal-pacs.org/about-calpac/title-ix/. A copy of the policy, as it pertains to students, is provided as part of new and continuing student orientation. Staff receive a copy at the start of the school year or at time of hire.

Special Education

CalPac is dedicated to identifying, locating, and assessing all students within CalPac from birth to 21 years of age who may have disabilities, and providing appropriate support and/or related services to those students determined eligible through an educational evaluation. A parent, teacher, or appropriate professional may refer a student believed to have a disabling condition that may require special education programs or services by contacting the Director of Special Education, (949) 652-2475, estevens@cal-pacs.org.

The Individuals with Disabilities Education Act defines “children with disabilities” to include children with autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment , who by reason thereof need special education and related services.

CalPac is committed to providing eligible students with disabilities a free appropriate public education (“FAPE”) consistent with federal and state law, including students enrolled in private schools and those experiencing homelessness, wards of the state, and highly mobile students with exceptional needs.

Services are provided based on the individual needs of each student. When a student is determined eligible for special education, the Individualized Education Program ("IEP") team, which includes the parent(s) or guardian(s) as equal members alongside educational professionals, develops an IEP. The IEP is a legally binding document that describes the student's present levels of performance, annual goals, special education and related services, accommodations, and placement, all designed to meet the student's unique educational needs.

Student Fees

Students will not be required to pay a fee, deposit, or other charge for participation in an educational activity that constitutes an integral, fundamental part of CalPac's educational program, including curricular and extracurricular activities. CalPac will ensure that books, materials, equipment, supplies, and other resources necessary for student participation in its educational program are made available to students at no cost.

As necessary, the Governing Board may approve and impose fees, deposits, or other charges specifically authorized by law. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

CalPac, its schools, and its programs may solicit voluntary donations or participate in fundraising activities. However, no course credit or privileges related to educational activities may be offered or awarded in exchange for voluntary donations or fundraising participation, nor may credit or privileges be removed or threatened due to a lack of such participation.

Any complaint of unlawful imposition of fees, deposits, or other charges will be investigated and resolved through CalPac's Uniform Complaint Procedures. If merit is found, the Superintendent or designee will recommend, and the Board will adopt, an appropriate remedy for all affected students and parents.

Title IX: Sex Equity in Education Act

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of discrimination based on sex, including sexual harassment. California law further provides that all students (and other persons) are protected, regardless of sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin, in all aspects of CalPac's educational programs and activities. Students may not be discriminated against based on parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program for which they qualify. The essence of Title IX is to ensure that students are not excluded, separated, denied benefits, or otherwise treated differently on the basis of sex, unless expressly authorized by law, in areas including recruitment, admissions, and counseling; financial assistance; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Be provided with an equitable opportunity to participate in all academic and extracurricular activities.
3. Access to a gender equity coordinator to answer questions regarding gender equity laws.
4. Contact the California Department of Education (“CDE”) to access information on gender equity laws.
5. File a confidential discrimination complaint with the U.S. Office of Civil Rights or CDE if discrimination or unequal treatment based on sex is believed to have occurred.
6. Pursue civil remedies as a result of discrimination.
7. Be protected against retaliation for filing a discrimination complaint.

CalPac has designated Corrie Amador, Director of Human Resources, 940 S Coast Dr, Suite 185, Costa Mesa, CA 92626, camador@cal-pacs.org, (855) 225-7227, to address questions and complaints regarding Title IX nondiscrimination. Any complaint alleging noncompliance with Title IX will be investigated and resolved through CalPac's Uniform Complaint Procedures. Additional resources:

- U.S. Department of Education, Office for Civil Rights — 400 Maryland Avenue, SW, Washington, DC 20202-1100, (800) 421-3481, OCR@ed.gov, https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
- California Department of Education, Office of Equal Opportunity — 1430 N Street, Room 4206, Sacramento, CA 95814, (916) 445-9174, oeoinfo@cde.ca.gov, https://www.cde.ca.gov/re/di/eo/complaint.asp

Uniform Complaint Procedures

CalPac has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities subject to the Uniform Complaint Procedures (“UCP”). The UCP is used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Career Technical Education Programs
3. Compensatory Education
4. Consolidated Categorical Aid Programs
5. Course Periods without Educational Content
6. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135

7. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, former juvenile court students, and newcomer students
8. Every Student Succeeds Act
9. Instructional Materials and Curriculum: Diversity
10. Local Control and Accountability Plans
11. Physical Education Instructional Minutes
12. Reasonable Accommodations to a Lactating Student
13. School Plans for Student Achievement
14. Schoolsite Councils
15. Student Fees
16. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint:

A UCP complaint, except one alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred. For LCAP-related complaints, the date of the alleged violation is the date the reviewing authority approves the LCAP or annual update adopted by CalPac.

A student cannot be required to pay a fee for participation in an educational activity. A student fee complaint may be filed with the site administrator or the Superintendent or designee. A student fee or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence supporting the allegation.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date the alleged conduct occurred, or six months from the date the complainant first learned of the facts. This time may be extended up to 90 days by the Superintendent or designee for good cause upon written request.

Copies of the UCP process are available free of charge. To obtain a complaint form and review additional UCP-related information, visit [link to be provided].

Compliance Officer:

Complaints within the scope of the UCP are filed with Corrie Amador, Director of Human Resources, 940 S Coast Dr, Suite 185, Costa Mesa, CA 92626, camador@cal-pacs.org, (855) 225-7227.

Notification:

CalPac's UCP policy and regulations are posted on the CalPac website. Written notification of CalPac's UCP is provided annually to students and parents, employees, advisory committee

members, and other interested parties. CalPac also posts the standardized notice of educational rights for foster youth, homeless students, former juvenile court students, children of military families, and newcomer students, along with the complaint process, on its website.

Appeal:

CalPac's decision will be provided to the complainant through an investigation report within 60 calendar days of receiving the complaint, unless extended by written agreement. A complainant may appeal CalPac's investigation report to the CDE by filing a written appeal within 30 calendar days of receiving CalPac's decision, accompanied by a copy of the original complaint and investigation report. A complainant may also pursue civil law remedies, including injunctions, restraining orders, or other available remedies.

Williams Complaint

Every student must have access to a working, school-issued Chromebook and sufficient digital curriculum and instructional materials in good, usable condition to fully participate in their coursework, including English learners.

Any CalPac facilities (including administrative offices and testing sites) must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

- Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or a position the employee is not otherwise authorized by statute to hold.
- Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year (or, for a one-semester course, for an entire semester).

A complaint alleging that any of the above conditions is not being met is addressed through CalPac's Williams Uniform Complaint Procedures as required by law. Complainants do not need to use CalPac's complaint form, but it may be obtained at [link to be provided]. Because a complaint may be filed anonymously, the form allows the complainant to indicate whether a response is requested, and only a complainant who identifies themselves is entitled to a response. A complaint should be filed with the Site Administrator or designee.

Technology

Electronic Listening & Recording Devices

The use by any person, including a student, of any electronic listening or recording device during a live class session or other CalPac-sponsored virtual activity, without the prior consent of the teacher and the grade band Assistant Director given to promote an educational purpose, is prohibited. It disrupts and impairs the teaching process and discipline of the school. Any person, other than a student, who willfully violates this section is guilty of a misdemeanor. Any student violating this section will be subject to appropriate disciplinary action.

Internet Safety

CalPac is committed to protecting students from harmful or inappropriate online content and behavior, consistent with the requirements of the Children's Internet Protection Act. CalPac's school-issued Chromebooks are equipped with technology protection measures and are monitored through GoGuardian to help ensure student safety and academic focus, including monitoring for signs of self-harm or concerning searches. Students are expected to comply with CalPac's Acceptable Use Policy (Board Policy 5045), which governs appropriate use of school devices, accounts, and online conduct.

Parents are encouraged to discuss internet safety with their children, including safe social media use and how to recognize and respond to cyberbullying. For more information on CalPac's monitoring practices and acceptable use expectations, please refer to the “School Issued Technology” section of the Student/Parent Handbook.

Use of CalPac Technology

Use of CalPac technology, including school-issued Chromebooks, student accounts, and online platforms, is governed by Board Policy 5045 – Student Acceptable Use Policy.

Use of Mobile Communication Devices

The use of cell phones, smartphones, smart watches, earbuds, pagers, and other electronic signaling or communication devices (“private devices”) may interfere with student engagement, learning, safety, and participation during Charter School-sponsored activities. Pursuant to Education Code Section 48901.7 and the Phone-Free Schools Act (AB 3216), CalPac limits student use of private devices while students are participating in Charter School-sponsored activities or otherwise under the supervision and control of Charter School employees. Because CalPac primarily operates through a nonclassroom-based independent study model, this policy applies during Charter School-sponsored events, assessments, field trips, meetings, enrichment activities, and other occasions in which students are under the supervision and control of Charter School employees.

Students may possess private devices in accordance with this policy but shall keep them turned off or on silent mode and out of view except as expressly permitted.

Private devices may be used:

- Before or after any Charter School-sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that possession or use of a private device is necessary for the health or well-being of the student.
- When possession or use is required in a student's IEP, Section 504 Plan, or other legally required accommodation.

Private devices shall be turned off and shall not be used:

- During events sponsored by CalPac held before or after regular school hours.
- On field trips or excursions sponsored by CalPac.
- During state assessment 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. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or similar article, whether or not in the student's immediate presence, a CalPac employee may remove and confiscate the device. Parents/guardians will be contacted to pick up any confiscated private device at the conclusion of the Charter School-sponsored activity.

Students who possess private devices assume sole responsibility for their maintenance and care. CalPac is not responsible for preventing theft, loss, or damage to any private device brought to a Charter School-sponsored activity.

For the complete policy, see Board Policy 5110 – Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy, available on the CalPac website.

School Attendance

Absence due to Confidential Medical Services

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of the appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student has been excused for confidential medical services unless the student consents to the notification, or in the case of a medical emergency.

School Calendar

To assist parents with planning for their student's childcare needs, medical appointments, and other activities, the school calendar includes minimum days and student-free staff development days. Please refer to the school calendar posted on CalPac's website at https://www.cal-pacs.org/document/26-27-academic-calendar/. If any additional minimum days or student-free staff development days are scheduled during the school year, parents of all affected students will be notified as soon as possible, but no later than one month before the scheduled day.

Students with Temporary Disabilities

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in a regular or alternative education program, and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability which makes school attendance impossible or inadvisable is entitled to receive individual instruction at home or in a hospital or other residential health facility (“qualifying hospital”), excluding state hospitals. It is the responsibility of the parent to notify the Site Administrator and request individual instruction (also referred to as “home and hospital instruction”). When notified that a student has a temporary disability, CalPac will determine within five working days whether the student is eligible to receive individual instruction. If determined appropriate, instruction will begin within five working days from the date of that determination. Each clock hour of individualized instruction counts as one day of attendance. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year. The maximum number of days that a student is able to be placed on home and hospital instruction is xx days.

It is the parent's responsibility to notify the school district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; the student will receive individual instruction from the school district in which they are temporarily residing unless CalPac has entered into an agreement with that district to provide the individual instruction.

Every effort will be made for students to continue with the courses necessary to maintain their academic status, but in some cases this will not be possible due to various constraints. High school students who are not able to complete courses in progress at the time they are receiving individualized instruction may need to complete the course in summer school or through some other venue. In some cases, a student's high school graduation may be delayed due to the restrictions of this program. CalPac staff may not be able to replicate certain highly specialized courses, such as Honors or Advanced Placement classes, world languages, PE, laboratory sciences, higher-level mathematics classes, and some electives.

CalPac may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate timely reentry after hospitalization ends, or to provide a partial week of instruction at school or at home to a student no longer confined to the hospital setting. The total days of instruction may not exceed a maximum of five days in the combined setting, and attendance may not be duplicated.

Student Behavior

Assignments & Tests during Suspension

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student who has been suspended from school for two or more days the homework that the student would otherwise have been assigned, if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever a requested homework assignment is turned in to the teacher either upon the student's return from suspension or by the deadline prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in the class.

Discipline Rules

CalPac is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement, and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. CalPac believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Each school site and each teacher has established behavior expectations for students that are consistent with Board policy and applicable state and federal laws. Staff will enforce disciplinary rules fairly, consistently, and in accordance with CalPac's nondiscrimination policies. Students are to be held to a strict account for their conduct during live class sessions and other CalPac-sponsored activities. Students must conform to school regulations; obey promptly all directions of teachers and others in authority; be diligent in study; be kind, courteous, and respectful to all students and staff; and refrain entirely from the use of profane and vulgar language.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. To the extent possible, staff will use disciplinary strategies that keep students participating in the instructional program. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, will be imposed only when required

or permitted by law or when other means of correction have been documented to have failed. For complete details, see each schools' Charter Petion found on the CalPac Website: https://www.cal-pacs.org/about-calpac/#elementor-toc__heading-anchor-7.

Grounds for Suspension & Expulsion

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind. (Students who voluntarily disclose their use in order to seek help through services or supports shall not be suspended solely for that disclosure.)
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products. (Students who voluntarily disclose their use in order to seek help through services or supports shall not be suspended solely for that disclosure.)
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property; cause the student to experience a substantially detrimental effect on the student's physical or mental health; or cause the student to experience substantial interference with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. Bullying also includes an act of cyber sexual bullying, as described elsewhere in this document.
19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against CalPac personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and

invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Recommendation to Expel

As required by law, a student found to have committed any of the following acts at school or at a school activity off school grounds shall be immediately suspended and recommended for expulsion: (EC 48915(c))

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

For all other acts committed at school or at a school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Involvement of Law Enforcement

Whenever any school employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement authorities. Additionally, the principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special

education and disciplinary records are provided to law enforcement authorities for consideration.

Property Loss or Damage

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

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

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

Suspension from School

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their own defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such a case, the conference will be held as soon as the student is physically able to return.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone, by email, or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. The parent of a suspended student must respond

without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if determined, following a meeting in which the student and the student's parent are invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to an administrator or a school site designee who did not issue the suspension.

In the case of a foster child, any discipline-related notification provided to the parent means notification to the foster child's educational rights holder, attorney, and county social worker. For an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

Reporting Threats

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act is required to immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Parent & Family Engagement

California Kids Investment and Development Savings Program

The California Kids Investment and Development Savings (“CalKIDS”) Program is designed to create opportunities for families to prepare for and complete college, trade school, and career programs. This statewide initiative automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents.

Every eligible public school student in grades 1-12 has a CalKIDS account created in their name with a deposit of $500. Eligible students identified as foster youth receive an additional one-time $500 deposit. Eligible students identified as a student experiencing homelessness

receive an additional one-time $500 deposit. This could mean up to $1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, a student must be identified as an English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either: (1) enrolled in grades 1-12 during the 2021-22 academic year, or (2) enrolled in 1st grade during the 2022-23 academic year.

Visit https://calkids.org/ to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on a student's school portal, transcript, or report card.

Beyond CalKIDS, receiving a college or university education can lead to many benefits: increased earning potential, increased career opportunities, financial security, better problem-solving skills, and improved health and well-being. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can, even when children are infants. Investment options include, but are not limited to, a 529 college savings plan, an individual retirement account (IRA or Roth IRA), Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships and grants, taking Advanced Placement classes, working a full-time job in the summer or a part-time job during the school year, and opening a savings account.

English Learner Advisory Committees

A school-level English Learner Advisory Committee (“ELAC”) will be established at any CalPac site when English Learner enrollment exceeds 20 students. Parents of English learners, elected by parents of English learners at the school, will constitute at least the same percentage of the ELAC membership as their children represent the student body.

The ELAC is responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents aware of the importance of regular school attendance, and advising the principal and staff in the development of a site plan for English learners.

Parent & Family Engagement Policy

Note: The following is quoted directly from Board Policy 6005. This source document uses “CPCS” as its own abbreviation for California Pacific Charter Schools (elsewhere referred to as “CalPac” in this document).

California Pacific Charter Schools (“CPCS”) has developed a written Parent and Family Engagement Policy with input from Title I parents and families. CPCS has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I

parent and family engagement requirements. (Policy Adopted: May 14, 2020. Policy Reviewed: August 13, 2025.)

CPCS Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, CPCS has established the following practices:

1. CPCS involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan, through community meetings, School Site Council, and education partner surveys.
2. CPCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, through parent trainings and webinars, the School-Parent/Guardian Compact, and the Local Control Accountability Plan.
3. CPCS coordinates and integrates parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs, including ELAC, Title I Part A, and the Local Control Accountability Plan.
4. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving academic quality, through education partner surveys, LCAP engagement, and revisiting the policy annually.
5. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), through ELAC, LCAP engagement, School Site Council, and education partner surveys.
6. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers, through parent trainings and webinars, education partner surveys, ELAC, School Site Council, and LCAP engagement.
7. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions, through education partner surveys, ELAC, School Site Council, and LCAP engagement.
8. CPCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Policy. The leadership team evaluates the data received from education partner surveys, ELAC, School Site Council, and LCAP engagement, and makes needed adjustments.

9. CPCS involves parents in the activities of the Charter School to adequately represent the needs of the population, through School Site Council and ELAC.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at CPCS, the following practices have been established:

1. CPCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Title I information is covered in Master Agreement meetings, which are required for all new and returning students.
2. CPCS offers a flexible number of meetings for Title I parents. Master Agreement meetings are scheduled at times mutually agreed upon between the school and parent, which may include morning and evening meetings.
3. CPCS involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy, through education partner surveys, School Site Council, LCAP engagement, and parent trainings and webinars.
4. CPCS provides parents of Title I students with timely information about Title I programs through the Parent/Student Handbook, parent trainings, and webinars.
5. CPCS provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet, through the Parent/Student Handbook, the CalPac website, parent trainings and webinars, direct email communication, and individual conferences between parents and staff.
6. If requested by parents of Title I students, CPCS provides opportunities for regular meetings that allow parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children — held virtually with email invitations sent to all parents of Title I eligible students, LCAP education partner information meetings, and School Site Council.

The Policy must be updated periodically to meet changing needs of parents and the Charter School.

Professional Qualifications

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Rights of Parents

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of CalPac employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.
6. To have a school environment for their child that is safe and supportive of learning.
7. To examine the curriculum materials of their child's class(es).
8. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
9. To have access to the school records of their child.
10. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
11. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

12. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
13. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
14. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
15. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. CalPac will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that CalPac is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

School Accountability Report Card

By February 1 of each year, all public schools in California are required to update and publish a school accountability report card (“SARC”) with the intent to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. The primary purpose is to provide parents with data and information to make meaningful comparisons between public schools, enabling them to make informed decisions on which school to enroll their children. The content of the SARC includes demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. Printed copies may be obtained from the School Counselor or may be accessed at https://www.cal-pacs.org/document-category/accountability/sarc/.

School Enrollment & Options

District of Choice

A student may transfer to a school district that participates in the District of Choice (“DOC”) program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (i.e., race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer is determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order: (1) siblings of students already in attendance in the DOC; (2) students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness; (3) children of military personnel.

An application requesting transfer must be submitted to the DOC before January 1 of the school year preceding the school year for which the student is requesting the transfer. A modified application process is available for children of relocated military personnel. By March 1, applicants are notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and renewed automatically unless the governing board of the DOC elects to withdraw participation from the program.

Districts electing to participate in the DOC program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at https://www.cde.ca.gov/sp/eo/dc/. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district.

Independent Study

CalPac operates as a nonclassroom-based independent study program serving students in grades TK-12. Rather than independent study being an alternative option within a traditional classroom setting, CalPac's entire instructional program is delivered through independent study, allowing for a personalized and flexible learning experience tailored to each student's needs.

Each student's course of study, curriculum, and the time, manner, and frequency of required meetings with faculty are documented in a Master Agreement, which is a legal contract signed annually by the school, teacher, student, and parent/guardian prior to the student's enrollment. Students in independent study have access to the same services and resources available to students in traditional classroom settings and have equal rights and privileges.

If a student has an IEP or Section 504 Plan, enrollment in CalPac's independent study program is a placement decision and is only appropriate if the student's IEP or Section 504 Plan specifically provides for that participation; an IEP or 504 meeting is required prior to enrollment or any change of placement.

For complete details on CalPac's independent study model, attendance and progress requirements, and the Master Agreement process, please refer to the “Independent Study Attendance and Progress Requirements” section of the Student/Parent Handbook, or contact your School Counselor.

Meeting Residency Requirements for School Attendance

Traditional school district residency requirements do not apply to CalPac in the same way as a traditional school district. Instead, to be eligible for enrollment in CalPac, students must reside in one of the following counties: Sonoma, Mendocino, Marin, Lake, Napa, Solano, Contra Costa, San Diego, Imperial, Riverside, Orange, San Bernardino, Los Angeles, Kern, and Ventura. To maintain enrollment, students must continually physically reside within one of these counties.

When establishing a student's residency for enrollment purposes, CalPac will not inquire into the citizenship or immigration status of the student or the student's family members. If CalPac reasonably believes a parent has provided false or unreliable evidence of residency, CalPac may make reasonable efforts to determine that the student meets residency requirements–— this may occur at the time of enrollment or at any point during a student's continued enrollment.. However, a student's enrollment may be denied when the submitted documentation is insufficient to establish county residency; in which case, the parent will be notified in writing of the specific reasons for the denial and of the opportunity to appeal CalPac's decision.

For a list of acceptable proof-of-residency documentation, or to appeal an enrollment decision related to residency, please contact CalPac's Registrar's Office. See Board Policy 5125 – Investigation of Residency for complete procedures, including the grounds for investigation, investigatory methods, and appeal and involuntary removal procedures.

Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of the student's desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of CalPac,

and the principal's office in each school site have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of CalPac to establish alternative school programs.

Special Program Options

CalPac reviews its enrollment options annually to ensure they meet the diverse needs, potential, and interests of its students. In addition to CalPac's core independent study program, the following specialized program options are available:

- Credit Recovery Program (High School): Students deficient in credits, or with administrative approval, may complete 16-20 week courses at their own pace to recover credits and get back on track for graduation.
- Foundations Program (High School): An accelerated, prescriptive-testing-based program allowing students deficient in credits to complete courses at a faster pace than the traditional program. Foundations courses are not A-G approved. Enrollment requires a meeting with a counselor or administrator and written parent/guardian approval.
- Career Technical Education (“CTE”) Pathways: CalPac offers CTE pathways in Business Management, Design/Visual/Media Arts, and Hospitality/Tourism/Recreation, aligned to the state-adopted CTE model curriculum standards.
- Dual Enrollment: Students may earn college credit while in high school through concurrent enrollment at a local college campus or through CalPac's partnership with Irvine Valley College.

For program descriptions, eligibility requirements, and application procedures, please visit https://www.cal-pacs.org/academics/courses/ or consult your assigned School Counselor.

Student Records

Access by Military Recruiters

Federal law requires that CalPac provides military recruiters access to secondary school students' names, addresses, and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent. Such requests must be submitted in writing to the student's School Counselor.

Access to Student Records

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the

parent, a student who is 16 years of age or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (e.g., working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom CalPac has outsourced its functions and who perform services for which CalPac would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, CalPac is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy 5135 – Response to Immigration Enforcement. To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (e.g., information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or court order.

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school.
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights (see notification on “Challenging Student Records”).
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that state and federal laws authorize disclosure without consent, and request a copy of the records that were disclosed.
4. File a complaint with the U.S. Department of Education concerning an alleged failure by CalPac to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) by completing the FERPA Complaint Form and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., SW, Washington, D.C. 20202-8520.

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before CalPac discloses the student's records. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent, CalPac will provide the parent with a copy of the records disclosed. The written request to access or disclose a student's records must be submitted in written form to CalPac's Registrar's Office, who will, in turn, have five business days from the day of receiving the request to fulfill the request during regular school hours. Qualified certificated personnel are available to interpret records when requested. Reasonable measures will be taken to prevent the alteration, damage, or loss of records during inspection.

Cal Grant Program

A Cal Grant is a California-specific financial aid allocation that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (“GPA”) requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

Cal Grant applicants must apply using the FAFSA or CA Dream Act application by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. To assist students with the application, all students in grade 12 are automatically considered a Cal Grant applicant, and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (“CSAC”) electronically by CalPac. Upon implementation of transcript-informed accounts for students in grades 9-12 on the CaliforniaColleges.edu platform, any GPA data required for eligibility for financial aid programs will be submitted through the California College Guidance Initiative.

A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CSAC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. Opt-out forms should be directed to Guidance Services, guidanceservices@cal-pacs.org. If the opt-out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CSAC beginning September of the student's 12th grade year.

California College Guidance Initiative

The California College Guidance Initiative (CCGI) is a state-authorized program that aims to streamline the college-going process for California students (EC Section 60900.5). It provides

various resources, including CaliforniaColleges.edu, to help students explore and apply to California public colleges and universities.

Data Sharing and Student Privacy

The CDE shares enrollment data, including California Pupil Achievement Data System (CALPADS) data for public school students in grades 6-12, with the CCGI. This data sharing is mandated by law (EC Section 60900.5(a)).

How is the Data Used?

The data enables the CCGI to provide your child with: direct access to online tools and resources for college planning and exploration; the ability to securely transmit their information to colleges and universities for admissions and academic placement considerations; and eligibility checks for student financial aid through the California Student Aid Commission.

California State University (CSU) Direct Admissions Program

CalPac Charter Schools participates in the California State University (CSU) Direct Admissions Program, which is designed to increase college access by identifying eligible students and providing early admission opportunities to participating CSU campuses.

As part of this program, CalPac may share limited student information with the California State University to:

- Determine a student's eligibility for CSU Direct Admissions;
- Notify eligible students of admission opportunities; and
- Provide information regarding enrollment, financial aid, and student support services.

The information shared may include a student's name, contact information, date of birth, Statewide Student Identifier (SSID), school information, and other demographic and academic information necessary to administer the program. Parent or guardian contact information may also be shared, when appropriate.

The information shared is used only for educational purposes authorized by federal and state law and is protected in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable student privacy laws.

Questions regarding the CSU Direct Admissions program or opt-out process may be directed to CalPac Charter Schools' Counseling Department.

Challenging Student Records

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege to be any of the following: inaccurate, an unsubstantiated personal

conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

Within 30 calendar days, the Superintendent or designee will meet with the parent and the certificated employee who recorded the information, if any, and if the person is still employed with CalPac, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee will order the correction, removal, or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Governing Board within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the Superintendent, the parent has the right to submit a written statement of objections to the information. This statement becomes a part of the student's school record until such time as the information objected to is removed or corrected.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

Directory Information

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. CalPac will not release such information without parental consent or a court order.

The primary purpose of directory information is to allow CalPac to include this type of information from the student's education records in certain school publications (e.g., honor roll or other recognition lists, annual yearbook, promotion/graduation programs). Additionally, CalPac has determined that School Site Council members, parent advisory committees, and CalPac-affiliated publications/yearbook vendors may receive directory information.

No information may be released to a private profit-making entity other than employers, prospective employers, and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a student experiencing homelessness will be released unless the parent has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by the school, unless the student's parent has provided written notice to the school that consent to such exam(s) is not given.

For all other students, directory information will not be released if their parent notifies CalPac's Registrar's Office in writing that such information not be disclosed without their prior consent. Parents may submit a Release of Directory Information form to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information by the third Friday in September.

Additionally, CalPac will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

Duplication of Student Records

Copies of student records are available to parents at no cost. Former students may receive up to two transcripts or up to two verifications of their records at no cost.

Maintenance of Student Records

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm, or other means, gathered within or outside CalPac that are directly related to an identifiable student and maintained for the purpose of second-party review. Active and inactive records are both maintained in CalPac's school portal/registrar system.

Per state and federal law, CalPac maintains the following mandatory permanent records indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school

graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). CalPac also keeps the following mandatory interim records until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. Permitted records, which are records that CalPac has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

CalPac will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, CalPac will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures that such records will not be available to possible public inspection in the process of destruction.

CalPac's Registrar's Office has been designated as the custodian of records at the organization level, and at each school site, the principal serves as the custodian of records for students enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (“PPRA”) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED): (1) political affiliations or beliefs of the student or student's parent; (2) mental or psychological problems of the student or student's family; (3) sex behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of others

with whom respondents have close family relationships; (6) legally recognized privileged relationships, such as with lawyers, doctors, or ministers; (7) religious practices, affiliations, or beliefs of the student or student's parent; or (8) income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of: (1) any other protected information survey, regardless of funding; (2) any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and (3) activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others (this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions).
- Inspect, upon request and before administration or use: (1) protected information surveys of students and surveys created by a third party; (2) instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and (3) instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

CalPac has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CalPac will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CalPac will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation in the specific activity or survey. CalPac will make this notification to parents at the beginning of the school year if CalPac has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.

- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint by completing the PPRA Complaint Form and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Safety & Well-Being

Child Abuse Prevention & Neglect Reporting

All employees of CalPac, including members of the Governing Board and volunteers, are considered mandated reporters. “Volunteers” in this context means a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent or a school employee. Mandated reporters are required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify CalPac of an incident by contacting the Superintendent's Office.

Dangers of Synthetic Drugs

At CalPac, our foremost commitment is to safeguard the safety and well-being of our students. Recognizing the increasing prevalence of synthetic drug use among teenagers, which poses substantial risks to their health and overall development, we find it imperative to furnish resources and information addressing this issue. Pursuant to EDC 48985.5, CalPac will provide parents and students with information on the dangers of synthetic drugs in our annual notifications as well as on the website.
https://www.cal-pacs.org/wp-content/uploads/2024/01/Synthetic-Drug-Info.pdf

Employee Interaction with Students

CalPac adopted Board Policy 4045 – Professional Boundaries Policy, to recognize its responsibility to make and enforce all rules and regulations governing student and school personnel standards of behavior, ensuring a safe, learning-conducive environment. All CalPac personnel are expected to conduct themselves in a way that reflects the high standards of professionalism required and to adhere to appropriate boundaries between school personnel and students. (Policy Adopted: April 30, 2019. Policy Reviewed: March 8, 2022. Policy Revised: March 10, 2026.)

“Boundaries” means acceptable professional behavior by school personnel while interacting with a student, whether during school hours or outside of school hours. Trespassing the boundaries of an adult/student relationship is deemed an abuse of power and a betrayal of public trust. It is each employee's obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or school leaders. Professional boundaries apply not only between students and staff, volunteers, and contractors, but also among and between students, and among and between adults employed, volunteering, or under contract with CalPac.

Examples of unacceptable adult/student behaviors include, but are not limited to:

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.
4. Intentionally being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.
6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the adult's home.
9. Having a student in an adult's vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Communication with students via an employee's personal accounts such as email and/or social media.
12. Engaging in any electronic, digital, or social media communication with a student that is not school-related.
13. Any form of behavior designed to build secrecy or inappropriate trust.

Duty to Report Suspected Misconduct:

Any individual who reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy must immediately report the matter to Human Resources. If the complaint is regarding the Superintendent, Human Resources will report to the Board of Directors.

Any reports of employee misconduct will be promptly investigated. Any employee found to have engaged in inappropriate conduct in violation of law or Board policy, or who retaliates against a person who reports the violation or participates in the complaint process, will be subject to disciplinary action, up to and including dismissal. The Superintendent or designee may bar the adult from school grounds and activities in accordance with law, and may also notify law enforcement, as appropriate.

Safe Storage of Firearms

Parents have the responsibility for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

In reviewing the following information, parents are encouraged to evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220)

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from

possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)

- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)
- The county or city where the parent resides may have additional restrictions regarding the safe storage of firearms.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Health & Wellness

Access to Student Mental Health Services

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, CalPac is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents are each provided with information on how to initiate access to available student mental health services at school and/or in the community.

Students and parents may access mental health support by contacting their School Counselor or School Social Worker, or through a referral to Care Solace, a confidential care coordination service that helps connect students and families with mental health providers in the community.

Administration of Prescribed Medication

The parent of a student on a continuing medication regimen for a nonepisodic condition must inform the Site Administrator or designee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the student's parent, the Site Administrator or designee may communicate with the physician and may counsel relevant staff regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Because CalPac operates as a nonclassroom-based independent study program, medication is not typically administered during regular instructional hours. However, for in-person events such as proctored testing, field trips, or other CalPac-sponsored activities, the Site Administrator or designee may assist students who need to take prescribed medication only upon written request of both the physician/physician’s assistant/nurse practitioner and the parent. The

written request from the physician/physician's assistant/nurse practitioner must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken, and a written statement from the parent indicating the desire that CalPac assist the student in matters set forth in the statement of the physician/physician's assistant/nurse practitioner.

For a student to carry and self-administer a prescription epinephrine delivery system or inhaled asthma medication at a CalPac-sponsored event, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/physician's assistant/nurse practitioner detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the epinephrine delivery system or inhaled asthma medication. The parent's written statement must provide a release for the Site Administrator or designee to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and must release CalPac and its personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses an epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, CalPac will also accept the written statement from a physician/physician's assistant/nurse practitioner who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California, as long as the statement is provided in both English and Spanish and includes the name and contact information of the physician/physician's assistant/nurse practitioner

Consent to Physical Examination

California Pacific Charter Schools recognizes that periodic health examinations can help detect conditions that may affect learning and identify students who may qualify for special services under the IDEA or Section 504. However, parents or guardians have the right to withhold consent for their child's physical examination by submitting a signed, written statement annually to the school principal. Students exempted in this way will not be subject to physical examinations, but may be excluded from school if a contagious or infectious disease is suspected.

HPV Immunization

In accordance with California Education Code Section 48980.4, California Pacific Charter Schools informs parents and guardians about the availability and importance of the Human Papillomavirus ("HPV") vaccine. Students are advised to follow current immunization guidelines as recommended by the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians. These guidelines recommend full HPV immunization before a

student enters or advances to the 8th grade. For more information, please consult your healthcare provider or visit www.cdc.gov/hpv.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any elementary or middle school, preschool, or childcare and development program for the first time nor be admitted or advanced into grade 7 unless they have met the immunization requirements. The parent's guide to “Required Immunizations for School Entry” from the California Department of Public Health (“CDPH”) website can be accessed at https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/Immunization/IMM-222_School.pdf.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunization records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents are to first register for a California Immunization Registry – Medical Exemption account at https://cair.cdph.ca.gov/exemptions/home to obtain a medical exemption request number before going to their child's doctor.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against a communicable disease.

CalPac will cooperate with state and local public health officials in measures necessary for the prevention and control of communicable diseases in school age children. CalPac may use any funds, property, or personnel and may permit an authorized health care provider to administer an immunizing agent to any student whose parents have consented in writing. When feasible, the California Immunization Registry, a secure, confidential, statewide computerized immunization information system for California residents, may be accessed to track immunization records, reduce missed opportunities, and help fully immunize students of all ages.

Medical or Hospital Services

All students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury.

CalPac-Sponsored Activities (EC 49472, 35331):

CalPac does not provide or make available medical or hospital service coverage for injuries to students arising out of incidents during CalPac-sponsored activities, including field trips and excursions. As provided in California Education Code Section 35330(d), all persons participating in an excursion or field trip are deemed to have waived all claims against CalPac for injury, illness, or death occurring during or by reason of the excursion.

Families are encouraged to ensure their student has adequate health and accident insurance coverage prior to participating in any CalPac-sponsored activity, including field trips. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be obtained by calling:

- Children's Health Insurance Program at 1-800-541-5555 or visiting https://www.usa.gov
- Medi-Cal at 1-800-300-1506 or visiting https://www.coveredca.com/health/medi-cal/children/

Oral Health Assessment

Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school, whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

A parent who is unable to obtain, or does not consent to, the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit Medi-Cal Dental (https://dental.dhcs.ca.gov/) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online at: https://www.dhcs.ca.gov/Medi-Cal/Pages/apply.aspx.

Sudden Cardiac Arrest

Sudden Cardiac Arrest ("SCA") is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk. Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

These symptoms can be unclear and confusing, and are often mistaken for physical exhaustion. SCA can often be prevented if the underlying causes are diagnosed and treated. Parents are encouraged to discuss these warning signs with their child's physician, particularly if their child participates in PE or other physical activities.

Type 1 Diabetes

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age.

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production.

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (“DKA”), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, described below, should be screened (tested) for the disease by their health care provider.

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include: fruity breath, dry/flushed skin, nausea, vomiting, stomach pains, trouble breathing, and confusion.

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact the Site Administrator or your child's health care provider if there are any questions.

References: Centers for Disease Control and Prevention; KidsHealth; Mayo Clinic; National Library of Medicine and National Institutes of Health's MedLine

Type 2 Diabetes

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in their lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination

- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and this guidance is intended to raise awareness about this disease. Contact the Site Administrator or your child's health care provider if there are any questions.

References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine and National Institutes of Health's MedLine; Centers for Disease Control and Prevention

Appendix: Know Your Educational Rights

This appendix provides the “Know Your Educational Rights” information referenced in the Educational Equity: Immigration & Citizenship Status notice earlier in this document, consistent with the California Attorney General's guidance document, “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes” (December 2025). For CalPac's complete policy, see Board Policy 5135 – Response to Immigration Enforcement, available on the CalPac website.

Your Child Has the Right to a Free Public Education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of a child's age or residency, and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

CalPac collects and may publicly provide basic student “directory information.” CalPac provides parents or guardians with written notice of its directory information policy, and the option to refuse release of your child's information (see the “Directory Information” notice in the Student Records section of this document).

Family Safety Plans if You Are Detained or Deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint with CalPac if your child is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

The Student/Parent Handbook was redesigned to align with legislation and improve the readability and usability.

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California Pacific Charter Schools ¶

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~~Student/Parent Handbook~~¶

~~Revised August 2025~~¶

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California Pacific Charter Schools¶
940 South Coast Drive #185, Costa Mesa, CA 92646¶
www.cal-pacs.org ¶

Dear CalPac Families,¶

¶

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

¶

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

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Sincerely,¶

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Christine Feher¶

Superintendent¶

California Pacific Charter Schools¶

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General Information¶

California Pacific Charter Schools (CalPac) serves three charter schools. They are:¶

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

CalPac Mission Statement¶

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

CalPac Vision Statement¶

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

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

CalPac Core Values¶

CALPAC CARES¶

¶

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

¶

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

¶

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

¶

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

¶

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

Student Learning Outcomes (SLOs)¶

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

¶

Creative and Complex Thinkers¶

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

Effective Communicators¶

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

Community/Global Participant¶

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

Empowered and Independent Learners¶

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

Charter Authorizers¶

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

¶

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

¶

California Pacific Charter - Sonoma, authorized by Guerneville School District¶

Terminology¶

The following is a list of commonly used terms:¶

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

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

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

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

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

¶

WASC Accreditation¶

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

School accreditation:¶

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

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

¶

School Site Council¶

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

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

1. Curriculum/Instruction/Assessment¶
2. School Program Development¶
3. Fundraising and Grants¶
4. Development of the School Plan for Student Achievement (SPSA)¶
5. School budget, including the LCAP¶

McKinney Vento Information¶

If you are in a situation that qualifies you as homeless based on the McKinney Vento definition included in the linked Education for Homeless Children and Youth Policy and you are interested in receiving information about resources available in your area, please contact the School Liaison: ¶
Yeni Sandoval¶
School Social Worker¶
855-225-7227 x230 ¶
ysandoval@cal-pacs.org¶

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

Student Freedom of Speech/Expression¶

CalPac believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express views and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.¶
¶
Students shall have the right to exercise freedom of speech and the press including, but not limited to: ¶

1. the use of bulletin boards¶

2. the distribution of printed materials or petitions¶
3. wearing of buttons, badges, and other insignia¶
4. the right of expression in official school publications. "Official school publications" refers to content produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The program lead/director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism. ¶

¶

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

Family Educational Rights and Privacy Act¶

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

¶

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

   ¶

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

   ¶

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

   ¶

   Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want to be

changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. ¶

¶

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

¶

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

¶

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

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

¶

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

obtaining the prior written consent of the parents or the eligible student:¶

¶

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. ¶
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.¶
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. ¶
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. ¶
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. ¶
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. ¶
- To accrediting organizations to carry out their accrediting functions. ¶
- To parents of an eligible student if the student is a dependent for IRS tax purposes. ¶
- To comply with a judicial order or lawfully issued subpoena.¶
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.¶
- Information the school has designated as "directory information" under §99.37. ¶

¶

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's

prior written consent. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications. Examples include:¶

¶

- A playbill, showing your student's role in a drama production¶
- An annual yearbook¶
- Honor roll or other recognition lists; and¶
- Graduation programs¶
- Video (Zoom Class Recordings)¶

¶

¶

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

¶

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

¶

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

¶

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

¶

Virtual Meeting Recording¶

California Pacific Charter Schools allows staff, including but not limited to, teachers and service providers, to record virtual meetings for educational purposes. Instructors and providers may record sessions to help students who miss class or for other internal use, such as reviewing teaching methods. Recordings comply with student privacy laws (FERPA) and will not be shared outside of the organization without permission. The school securely stores recordings and deletes them after a set time.¶

California College Guidance Initiative Data Sharing¶

The California College Guidance Initiative (CCGI) is a state-authorized program that aims to streamline the college-going process for California students (EC Section 60900.5). It provides various resources, including CaliforniaColleges.edu, to help students explore and apply to California public colleges and universities.¶

Data Sharing and Student Privacy¶

The California Department of Education (CDE) shares enrollment data, including California Pupil Achievement Data System (CALPADS) data for public school students in grades 6-12 with the CCGI. This data sharing is mandated by law (EC Section 60900.5(a)).¶

How is the Data Used?¶

The data enables the CCGI to provide your child with:¶

- Direct access to online tools and resources for college planning and exploration.¶
- The ability to securely transmit their information to colleges and universities for admissions and academic placement considerations.¶
- Eligibility checks for student financial aid through the California Student Aid Commission.¶

Title IX Notice of Nondiscrimination¶

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

Corrie Amador, Director of Human Resources ¶
940 S Coast Dr, Suite 185 ¶
Costa Mesa, CA 92626 ¶
camador@cal-pacs.org¶
(855) 225-7227¶

Pregnant or Parenting Students¶

When a student or their parent/guardian informs any school employee of the student's pregnancy or related conditions, unless the employee believes that the Title IX Coordinator has already been notified, the employee must promptly provide the student or their parent/guardian with the Title IX Coordinator's contact information and inform the student or parent/guardian that the Title IX Coordinator can coordinate specific actions to prevent sex

discrimination and ensure the student's equal access to the education program or activity. For more information on pregnant or parenting students, please refer to board adopted policy 5115 found on the school's website. ¶

Annual Notice of Uniform Complaint Procedures¶

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

¶

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

¶

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

¶

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

¶

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

¶

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

¶

A pupil fee complaint must be filed with the Charter School's Human Resources no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the Superintendent or designee under the Uniform Complaint Procedures. A

complainant unsatisfied with the decision of the program lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint.¶

¶

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

¶

Corrie Amador, Director of Human Resources ¶
940 S Coast Dr, Suite 185, Costa Mesa, CA 92626 ¶
camador@cal-pacs.org¶
(855) 225-7227¶

¶

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

¶

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

¶

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

¶

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

¶

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

Parent Liability for Student Conduct¶

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

damages so caused by the minor. ¶

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

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

Alcohol, Tobacco, and Drugs¶

CalPac does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion. ¶
¶
Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes, is prohibited on all CalPac property, including any owned or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.¶

Proper Storage of Firearms¶

The purpose of this section is to inform and to remind parents and legal guardians of all students in California Pacific Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law.¶

There have been many news reports of children bringing firearms to school or school sponsored events. In many instances, the child obtained the firearm(s) from their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.¶

Please take some time to review the information below and evaluate your own personal practices to assure that you and your family are in compliance with California law.¶

- California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.¶
- As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.¶
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to $30,000 per victim.¶

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable.¶

Comprehensive School Safety Plan and Emergency Preparedness¶

CalPac followsaComprehensive School Safety Plan to ensure emergency and disaster preparedness. Due to the virtual nature and wide geographic reach of our program, we encourage parents and guardians to develop and discuss household emergency plans with their children. This includes steps such as creating a home fire evacuation plan, identifying safe places to stop, drop, and cover during an earthquake, and preparing emergency supply kits to keep at home.¶

In the event of an emergency during a live (synchronous) class session, the teacher or staff member will pause instruction and advise students to follow safety procedures appropriate for their home environment.¶

Schoolwide safety drills may also take place during class sessions throughout the school year to help students practice preparedness.¶

CalPac actively monitors natural disasters such as wildfires and flooding, severe weather, and power outages. During known emergency events, the school will make every effort to contact families in affected areas and provide relevant resources.If your family is impacted by a natural disaster, outage, or other emergency, please notify your child's homeroom teacher as soon as you are safely able to do so.¶

Bullying Policy¶

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

¶

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:¶

¶

(a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.¶

(b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.¶

(c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.¶

(d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.¶

¶

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

¶

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

Child Abuse Reporting¶

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

Suicide Prevention Policy¶

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

community stakeholders and others. ¶

¶

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

¶

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.¶

¶

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

¶

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

¶

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

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

¶

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

¶

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

¶

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

¶

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

research in the field of suicide prevention, and identifying best practices for a national framework.¶

Student Admissions and Enrollment¶

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

¶

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained, credentialed teachers to serve as the teacher of record.¶

¶

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

Student Enrollment¶

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

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

- Birth certificate or proof of birthdate – All students¶
- Immunization record or Non-Classroom Based Waiver – All students¶
- Proof of Residency - All students¶
- Proof of Tdap (whooping cough vaccination) – Students entering 7th-12th grades or waiving vaccinations¶
- Health Exam – TK, Kindergarten and 1st grade students and any student entering the public school system for the first time - or the signed form waiving this requirement ¶
- Oral Health Exam – TK, kindergarten and 1st grade students and any student entering the public school system for the first time- or the signed form waiving this requirement¶

- Caregiver Authorization Affidavit - Only if person enrolling student is not the parent or legal guardian¶

¶

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

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

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

Enrollment Requirements¶

To be considered for enrollment in CalPac, students must live in one of the following counties: Sonoma, Mendocino, Marin, Lake, and Napa, Solano, San Diego, Imperial, Riverside, Orange, San Bernardino, Los Angeles, Kern and Ventura. In accordance with charter law, students may not be concurrently enrolled in this school and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend CalPac. To maintain enrollment, students must continually physically reside in one of the aforementioned counties. Any travel more than 14 calendar days outside of the county in which the student resides, must be approved by the grade-level administrator. If a student travels outside of California, all special education services will cease until the student returns, and compensatory time will not be offered. Any students who resides outside of the county for more than 30 days will be involuntarily removed from CalPac.¶

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

Grade Level Placement¶

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

CalPac follows the standard practice of reciprocity between other districts and states if grade placement is within the appropriate age range and in correspondence with the current school calendar year. When a child has been legally enrolled in a public school of another district within or out of the state, he or she may be admitted to school and placed in the grade of

enrollment in the district of former attendance, at the discretion of the school administration of the district entered. (California Education Code Section 48011)¶

CalPac Grade Level Placement Chart↵

Specific guidelines for Transitional Kindergarten, Kindergarten, and 1st Grade:¶

¶

- **Transitional Kindergarten (TK):** Children who are age-eligible for Transitional Kindergarten (fourth birthday occurs on or before September 1st of that school year) will be placed accordingly. Parents do not have an option to petition for a Kindergarten placement.¶
- **Minimum age requirement for Kindergarten:** A child shall be admitted to a Kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth (5th) birthday on or before September 1st of that school year. (EC Section 48000; Kindergarten Readiness Bill 1381)¶
    - Kindergarten Continuance Form (English)¶
    - Available Translations of the Kindergarten Continuance Form¶
- **1st Grade placement if did not attend kindergarten:** A child shall be admitted to the first (1st) grade of an elementary school during the first month of a school year if the child will have his or her sixth (6th) birthday on or before September 1st of that school year. (EC Section 48010)¶

¶

Adult Student Enrollment¶

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

Previous Expulsion ¶

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

¶

For students who seek admission at California Pacific Charter, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the the Superintendent or designee and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The

Superintendent or designee shall make a recommendation t following the meeting regarding the determination. ¶

¶

Enrollment/Application Timeline¶

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

Concurrent K-12 Enrollment¶

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

Private Schools and Concurrent K-12 Enrollment¶

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

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

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

Students enrolled in TK and Kindergarten at CalPac may not use educational funds provided by CalPac to enroll their students in private, after school programs or private preschool programs. However, parents and guardians may opt to pay for private, after school programs or private preschool programs while their student is enrolled in either TK or Kindergarten at CalPac so long as the parents/guardians:¶

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

¶

Independent Study Attendance and Progress Requirements¶

Master Agreement¶

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

Attendance Policy¶

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

¶

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

¶

- Students are required to log in and to complete work in their online courses each school day. **¶
- It is the expectation that students follow each course's assignment calendar/pacing guide and to complete assignments by their posted due dates.¶
- If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.¶
- Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.¶
- Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.¶
- Students must check-in with their teachers every week via phone, text message, online classroom, or email.¶
- Students are required to participate remotely or attend all state testing in person at a designated location.¶

¶

Attendance noncompliance will trigger the school's student re-engagement process and continued noncompliance may result in involuntary removal from the school. Please refer specifically to board approved policy 6115 - Attendance, Support, and Involuntary Removal Policy on the CalPac website for the complete policy and expectations.¶

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Discussion Board, Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*¶
¶
***Note: While there are no excused absences in independent study,there are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, documented student illness, and family emergencies).*¶

Adequate Progress Policy ¶

CalPac is committed to student success. Our program strives to support students to make adequate academic progress toward mastering grade-level content, completing all courses, and ultimately earning a high school diploma within their established 4-year graduation cohort.. ¶

- Complete 100% of assigned coursework by the due date.¶
- Complete a minimum of 20% of each actively assigned class approximately every 20 school days. (Traditional Program)¶
- Complete a minimum of 1 actively assigned academic course, excluding PE, for each established learning period. (Credit Recovery and Foundations Programs Only)¶
- Attend all required classes, meetings, and in-person state testing appointments, as determined by the program.¶
- Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable. ¶

Adequate progress noncompliance will trigger the school's student re-engagement process, including potential placement on academic probation. Continued noncompliance may result in involuntary removal from the school. Please refer specifically to board approved policy 6055 - Adequate Progress Policy on the CalPac website for the complete policy and expectations.¶

Academics¶

Curriculum¶

CalPac uses state standards aligned nonsectarian digital curriculum selected by the school's curriculum review committee with input from teachers, students, and parents/guardians. Curriculum is reviewed and updated on a multi year cycle. The selected curriculum serves as a student's independent study work for each class course and is overseen by the credentialed

teacher of that class. Certain courses and grade levels may also include consumable workbook materials provided to the student. The curriculum for CalPac is copyright protected, but students may print pages for their educational use. ¶

¶

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

Supplemental Curriculum¶

Additional curriculum, including skills practice like Freckle, is integrated into courses and is used to supplement and enrich the main course curriculum. Supplemental curriculum may make up a portion of the final grade in the class at the school's and teacher's discretion. ¶

Course Catalog (High School Only)¶

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

Prerequisites (High School Only)¶

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

How to Clear a Prerequisite¶

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

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

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

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

Notice of Comprehensive Health Education¶

In order to meet the state requirements of the California Healthy Youth Act, all 8th and 10th grade students will complete comprehensive grade appropriate health lessons in their PE 8 and PE 10 courses. Lessons provide foundational scientific knowledge about the reproductive systems, adolescent development, abstinence, safe sex and birth control methods, pregnancy, sexually transmitted infections, communicable diseases, menstrual health, and healthy relationships.¶

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.¶

A list of lesson topics is available by request. For information on the California Healthy Youth Act, Notice and Parental Excuse, and Education Code section 51938, please visit the California Legislative Information Web page.¶

If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please provide a signed, written note to Mrs. Bayer at lbayer@cal-pacs.org. ¶

CalPac Course Policies¶

Adding a Course¶

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

Transfer Between Two Courses¶

Students requesting a transfer from one course to another must submit a written request (email is acceptable) from a parent/guardian or the adult student to the assigned School Counselor. This applies even if the transfer is suggested by an instructor or School Counselor. Students may only request a transfer from one course to another during the first ten (10) business days of the course.¶

Dropping a Course¶

Students requesting a drop must submit a written request (email is acceptable) from a parent/guardian or adult student to the School Counselor. The School Counselor must approve all drops before processing. Elective drops for middle school students must be approved by the Assistant Director of TK-8.¶

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

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

Credit Recovery Program (High School Only)¶

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

Foundations Program (High School Only)¶

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

Graduation Requirements ¶

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

¶

Subject Area ¶	Credits¶
English¶	40¶
Mathematics (to include Algebra I) ¶	20¶
Life Science¶	10¶
Physical Science¶	10¶
Visual & Performing Arts/Foreign Language/CTE¶	10¶
World History¶	10¶

American History¶	10¶
American Government¶	5¶
Economics¶	5¶
Physical Education¶	20¶
Elective Units¶	80¶
Total Credits¶	**220¶**

A-G Requirements¶

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

¶

Minimum A-G requirements for UC/CSU admissions can be found here: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html¶

¶

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

¶

California Pacific Charter School - Sonoma¶

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

California Pacific Charter School - San Diego¶

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

California Pacific Charter School - Los Angeles¶

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

¶

Requirements can also be satisfied by completing college courses or earning specific scores on SAT, Advanced Placement, or International Baccalaureate exams. Details about examination and coursework that satisfy the A-G requirements can be found here - https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html¶

¶

Grades and Credit¶

Report Cards¶

All students in grades TK-12 will receive an official report card with grades and comments on their academic performance for that semester. Students in grades TK-2 receive a numerical proficiency grade from 1-4 while students in grades 3-12 receive a letter grade. ¶

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

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

Letter Grade¶	Percent Grade¶	4.0 Scale¶
A+¶	97-100%¶	4.0¶
A¶	93-96%¶	4.0¶
A-¶	90-92%¶	3.7¶
B+¶	87-89%¶	3.3¶
B¶	83-86%¶	3.0¶
B-¶	80-82%¶	2.7¶
C+¶	77-79%¶	2.3¶
C¶	73-76%¶	2.0¶
C-¶	70-72%¶	1.7¶
D+¶	67-69%¶	1.3¶
D-¶	63-66%¶	1.0¶
D¶	60-62%¶	0.7¶
F¶	Below 60%¶	0.0¶

¶

CalPac's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade. ¶

High School Only: Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy. Grades TK-8 do not receive course credits.¶

Grade Revision Policy¶

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

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

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

Incomplete Grades Policy¶

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

The following provisions for Incomplete grades apply:¶

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

Grade Appeal Policy¶

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised transcript where it is deemed appropriate.¶

Transfer Credits¶

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

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

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

Any A: 95% Any D: 65%¶
Any B: 85% Any F: 59% ¶
Any C: 75%¶
Any D: 65%¶
¶
Students who enroll with CalPac after the semester has started are responsible for providing exit grades for their courses from their previous school. Students in grades 6-8 who cannot provide exit grades or have not been in school, will have their courses adjusted based on enrollment date.¶

Homeschool Credit Transfer¶

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

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

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

Transcripts¶

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

Repeated Courses¶

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

¶

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

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

High School Credit for Middle School Coursework¶

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

¶

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

¶

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

¶

College Preparatory Offerings¶

In accordance with California Education Code § 48980.6, California Pacific Charter Schools provides this annual notice to parents and guardians of students in grades 7–12 regarding available dual enrollment and advanced academic opportunities.¶

California Pacific Charter Schools is proud to offer multiple pathways for students to earn college credit while in high school. Students may take college courses through concurrent enrollment at a local college campus or participate in college-level coursework through our partnership with Irvine Valley College. All students interested in dual enrollment must meet the eligibility requirements established by both our school and the participating college, which may vary. Students wishing to pursue dual enrollment coursework should consult with their assigned counselor.¶

In addition to dual enrollment, we offer Advanced Placement (AP) courses and a robust selection of A-G approved courses that meet University of California (UC) and California State University (CSU) admissions requirements.¶

To view our full course list please visit:
https://www.cal-pacs.org/high-school-curriculum-courses/¶

Promotion, Retention, and Acceleration¶

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

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

Students who wish to accelerate may do so with the recommendation of their School Counselors and the approval of a school administrator. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early only if they have met all of the criteria for graduation. TK-8 students must show exceptional and consistent academic performance before grade acceleration will be considered. ¶

Please refer specifically to board approved policies 5095 - Grade Retention Policy and 5060 - Grade Promotion Policy on the CalPac website for further information and process steps.¶

English Learners (EL)¶

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

- All potential English Learners are tested within the first 30 days of their first day of school¶
- English Learners at CalPac receive designated and/or integrated language supports from credentialed teachers. Instruction is designed to meet the linguistic and academic needs of English Learners through scaffolded curriculum and appropriate accommodations aligned to students' language proficiency levels.¶
- All English Learners are tested annually at the end of each year¶
- Students who meet the minimum qualifications will be reclassified upon receipt of Summative ELPAC results¶

¶

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

CalPac uses the following criteria to reclassify EL students who take the ELPAC to RFEP status:¶

¶

- State Required: ¶
  - Standard Summative ELPAC Overall Score of 4¶
  - Alternate Summative ELPAC Overall Score of 3¶
- Additional requirements which can be used to determine student readiness for reclassification:¶
  - Teacher Evaluation¶
  - Parent Approval¶
  - Smarter Balanced and/or Local Assessments¶

Academic Integrity¶

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

Academic dishonesty occurs when a student either intentionally or unintentionally cheats, misuses work, produces work or responses that are not the student's own, plagiarizes, or fabricates information. All suspected incidents of academic dishonesty will be investigated. The

school has full discretion to determine the authenticity of all student work, including requiring students to complete work under observation with school staff, using plagiarism and AI screeners to check work authenticity, and monitoring student actions, sites visited, etc, using school device monitoring software.¶

While parents, guardians, and learning coaches are encouraged to support students by clarifying directions, guiding them through assignment steps, and uploading assignments, students are expected to complete all work independently and at their ability level. Providing excessive help—such as giving answers, writing responses, or completing assignments or assessments on the student's behalf—is a violation of CalPac's 5050 Academic Integrity Policy. The school must be able to assess what students know and can do on their own to accurately evaluate student work and progress. ¶

Student assignments or assessments determined to be overly supported or completed by someone other than the student may result in the work being rejected, a failing grade issued, the student being required to redo the assignment or assessment with a teacher to verify their own understanding and skills, and any of the other consequences outlined in the Academic Integrity Policy. ¶

Academic Dishonesty/Plagiarism/Cheating¶

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

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

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

- Plagiarism is using another person's words or ideas without giving proper credit to that person or giving the impression that another person's work is the student's own work.¶
- Any form of cheating on examinations, including quizzes, tests, exams, local assessments, and the like. Parent/Guardian or learning coach assistance with exams or assessments is considered cheating, will invalidate scores, and require a retake with the teacher.¶
- Falsifying information for any assignments.¶
- Submitting an assignment that was partially or wholly completed by another person, including work done for the student by the parent/guardian or learning coach.¶
- Copying work or written text from another student, the internet (including AI generated text), or any document without giving due credit to the source of the information.¶
- Submitting an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous

assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.¶

- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include but is not limited to, providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination, or assignment.¶

CalPac Disciplinary Action for Academic Dishonesty/Plagiarism/Cheating¶

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

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

School Policies/Procedures/Regulations¶

School Honor Code¶

The honor code dictates that students exhibit four key values: ¶

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

Harassment and Cyberbullying¶

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

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

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

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

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

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

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

Steps for Students to Follow¶

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

- Do not respond to the person accused of harassment or cyberbullying.¶
- Document specific instances of cyberbullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).¶
- If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation. (See Appendix for form.)¶
- If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the School Counselor and send the School Counselor the documentation. (See Appendix for form.)¶
- If the abusive communication is from a staff member, report the situation to the School Administrator.¶
- If the abusive communication is from the School Administrator, report the situation to the School Counselor who will report it to the Superintendent or designee.¶

Administrative Action Plan¶

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

- The teacher will collect and review documentation if abusive communication occurs as part of the coursework.¶
- The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to the School Administrator. This

will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.¶

- The teacher will warn the student about possible expulsion for repeated offenses.¶
- The teacher will arrange a parent conference to discuss the matter.¶
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.¶

¶

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

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

¶

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

Disciplinary Action for Students Engaging in Harassment or Cyberbullying¶

Students who are found engaging in harassing or bullying behavior¶

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

¶

Staff Member Responsibilities for the Harassment or Cyberbullying Policy:¶

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

¶

The School Administrator initiates administrative expulsions as described above.¶

Civility Policy¶

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

¶

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

¶

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

¶

- using an inappropriately loud voice; ¶
- using profane, vulgar, or obscene words or gestures; ¶
- belittling, jeering, or taunting; ¶
- using personal epithets; ¶
- using violent or aggressive gestures or body language; ¶
- repeatedly and inappropriately interrupting another speaker; ¶
- repeatedly demanding personal attention at inappropriate times; ¶
- purposefully and inappropriately invading personal space; ¶
- purposefully ignoring appropriate communications; ¶
- wrongfully interfering with another person's freedom of movement; ¶
- wrongfully invading another person's private possessions; or;¶
- any other behavior that inappropriately disrupts school-related activities.¶

¶

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

¶

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

¶

CalPac's official board approved policy can be found here.¶

Code of Conduct Policy¶

The Board of Directors of California Pacific Charter School mandates that all Education Partners and their staff maintain high standards of behavior and professionalism, upholding defined boundaries when interacting with students. An "Education Partner" refers to companies providing products or educational services, and their staff does not hold an employment relationship with the School. The policy outlines specific acceptable and unacceptable behaviors, such as maintaining professional communication and avoiding personal or intimate gifts. Additionally, all involved must undergo a comprehensive fingerprint and background check. If any staff suspects boundary violations or inappropriate behavior, they are required to immediately report it to the School.¶

Please refer specifically to board approved policy 1010 - Civility Policy on the CalPac website for the complete policy and expectations.¶

Dress Code¶

Students are required to follow the dress code while participating in online classes, ensuring a respectful and focused learning environment. The following guidelines outline specific expectations for appropriate attire during virtual school sessions:¶

- Clothing Requirement: Students must be fully dressed in appropriate clothing at all times while on camera. Sleepwear or pajamas are not allowed.¶
- Respectful and Clean Attire: Students should wear clean, neat, and respectful clothing. Excessively revealing clothing is not permitted.¶
- No Disruptive Clothing: Attire should not include offensive language, vulgar imagery, or symbols that promote hate speech, violence, or harmful stereotypes.¶
- No Visible Undergarments: Students' undergarments should not be visible on camera.¶
- Camera and Background Expectations:¶
    - Appearance on Camera: Students are expected to be mindful of their appearance while participating in online classes.¶
    - Backgrounds: Virtual backgrounds are provided by the school and encouraged to be utilized to keep the online classroom free from distractions to maintain a professional online environment.¶
- Consequences for Dress Code Violations: Violations may result in warnings, removal from the virtual class, or other disciplinary actions.¶
- Accommodations: The school will consider cultural, religious, and individual circumstances when enforcing the dress code.¶

This policy is designed to foster a positive and inclusive online learning atmosphere and will be reviewed as needed to ensure alignment with school values.¶

Suicide Prevention Policy¶

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.¶
   ¶
2. The school has designated a suicide prevention coordinator or team to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.¶
   ¶
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.¶
   ¶
4. Students will have access to national resources which they can contact for additional support, such as:¶
   - The National Suicide Prevention Lifeline –1.800.273.8255 (TALK), ¶
   - The Trevor Lifeline – 1.866.488.7386, The Trevor Project ¶
     ¶
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.¶
   ¶
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.¶

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

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

School Issued Technology¶

Student Computers¶

All coursework at California Pacific Charter Schools (CalPac) is delivered online. Every enrolled student must have reliable access to a computer and the internet. To ensure students have the required technology, CalPac provides each student with a **school-issued and monitored Chromebook**.¶

This Chromebook:¶

- Is only accessible using the student's CalPac email account¶
- Remains the property of CalPac at all times¶
- Is preconfigured with all required applications, secure browser settings, and access to necessary instructional platforms¶
- Meets all specifications for completing coursework and taking state and local assessments↵
  ¶

The secure browser features on the Chromebook are required for state and local testing; therefore, students and parents/guardians **may not refuse** the school-issued device. Students are responsible for the care of the Chromebook and all accessories (cords, power supply, and packaging) until they are returned to the school at the end of enrollment.¶

If a student chooses to use a personal device for general schoolwork, they must still keep the school-issued Chromebook in good condition so it is available for use during required testing or other activities that require the secure browser.¶

Damage, Loss, and Liability↵

Families are responsible for keeping the Chromebook in good working condition, including protecting it from food, drink, and vandalism. All damage or technical issues must be reported immediately. In accordance with **Education Code 48904** and Board Approved Policy 5045 – Student Acceptable Use Policy, families may be held financially liable for lost, stolen, or willfully damaged equipment¶

Monitoring and Privacy¶

CPCS utilizes GoGuardian monitoring software to help ensure student safety and academic focus when using school technology. Monitoring occurs:¶

- On school-issued Chromebooks¶
- On personal devices when the student is logged into their school account¶

Monitoring may include:¶

- Reviewing browsing history¶
- Capturing screenshots¶
- Observing live on-screen activity¶
- Recording internet addresses visited, keystrokes, or text entered¶

Students have no expectation of privacy when using school-issued devices or accounts. Parents/guardians may access the GoGuardian Parent App to view certain activity reports, but may not disable or remove the school's safety settings.¶

In addition to standard use monitoring, this program includes an additional component that monitors student actions for self-harm, suicide, or other concerning behaviors and notifies the school crisis team. Students also receive a message from the program highlighting that their search is concerning and offering resources. Members from this crisis team will review alerts during school hours and respond appropriately. This monitoring response only occurs during standard school hours. While the program continues to monitor students for concerning actions and searches outside of school hours, notifications to the school crisis team will only be made during school hours. We recommend that parents/guardians remain vigilant about their child's internet use, especially during non-school hours and holidays when school staff is unavailable. ¶

Acceptable Use Policy¶

Use of school technology is governed by **Board Approved Policy 5045 – Student Acceptable Use Policy**. Students must:¶

- Use devices and accounts **only** for educational purposes¶
- Log in only with their own credentials and never share passwords¶
- Follow all teacher and school instructions for online conduct and participation¶

Students are prohibited from:¶

- Accessing, creating, or sharing obscene, threatening, harassing, or otherwise inappropriate content¶

- Using VPNs, proxy servers, unauthorized extensions, or other tools to bypass filters or monitoring systems¶
- Engaging in cyberbullying, cyber sexual bullying, or online harassment, including through social media¶
- Recording or distributing images, audio, or video of students or staff without permission¶
- Participating in illegal, dangerous, or disruptive online activities¶

Students are required to use school issued devices to support learning, academic integrity, and promote internet safety. Furthermore, CalPac issued devices have monitoring programming necessary to limit, direct, monitor, view, capture, and record student actions and device locations by school staff at any time.¶

¶

Firewall Circumvention¶

Bypassing, disabling, or attempting to bypass or disable the school's internet filters, firewalls, or other security measures is strictly prohibited. This includes using VPNs, proxies, or other unauthorized tools.¶

Such actions may result in:¶

- Restricted or revoked access to school technology or platforms¶
- Required completion of digital citizenship or cyber safety training¶
- A conference with the student and family to review expectations and responsibilities¶
- Disciplinary action, up to and including removal from the independent study program if appropriate¶

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

Technical Assistance¶

CalPac offers both online and phone support for technical difficulties experienced in the functioning of the online courses. For assistance, contact Tech Support.¶

¶

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

Substance Abuse¶

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

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

Synthetic Drug Use¶

At California Pacific Charter Schools, our foremost commitment is to safeguard the¶ safety and well-being of our students. Recognizing the increasing prevalence of¶ synthetic drug use among teenagers, which poses substantial risks to their health¶ and overall development, we find it imperative to furnish resources and information¶ addressing this issue. Pursuant to EDC 48985.5, CalPac will provide parents and students with information on the dangers of synthetic drugs in our annual notifications as well as on the website. https://www.cal-pacs.org/wp-content/uploads/2024/01/Synthetic-Drug-Info.pdf ¶
¶

Suspension/Expulsion Procedures¶

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

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

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

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

Suspension/Expulsion Procedures¶

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

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

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

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

Anti-Discrimination¶

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

Testing¶

Local Assessments and Reading Screeners¶

Students in grades 2 to 11 will take a start-of-year and end-of-year local assessment to determine grade level mastery in math and reading skills. Additionally, in accordance with Education Code Section 53008, students in kindergarten through grade two will complete a Reading Screener at least once during the academic school year. The results are used to see where students are performing in relation to their actual grade level and where additional intervention is needed to support all students in accessing grade level material. Please refer specifically to board approved policy 6040 - Local Assessment Policy on the CalPac website for all local assessment and reader screener information and requirements.¶

Final Exams ¶

All high school students are required to take final examinations in all courses. K-8 courses may or may not have a final exam. Students may not "test out" of courses by only taking a final

exam. At no time will a student be given credit for a course for which only a final examination was submitted.¶

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

Standardized Testing ¶

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.¶

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

Pursuant to California *Education Code* Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.¶

English Language Proficiency Assessments for California (ELPAC): ¶

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

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

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

Alternate ELPAC: ¶

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

California Science Test (CAST):¶

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

California Alternate Assessment (CAA) for Science¶

Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12. The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.¶

California Assessment of Student Performance and Progress (CAASPP testing) for English Language Arts/Literacy (ELA) and Math (SBAC):¶

The SBAC utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do in English and math. The Summative Assessments are comprehensive end-of-year assessments aligned with the Common Core State Standards that measure progress toward college and career readiness. This assessment is administered annually to students in grades 3-8 and 11. Parents have the right to opt to exempt their student from participation in the California Assessment of Student Performance and Progress (CAASPP).¶

California Alternate Assessments (CAAs) for ELA and Math:¶

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

Physical Fitness Testing (PFT):¶

The PFT for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body

strength, and flexibility. This assessment is administered annually to students in grades 5, 7 and 9.¶

Assessment Schedule¶

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

Reading Screener: Students in grades K-2 are required to complete the Amira Reading Screener at least once per school year. Screener dates will be shared by the teacher in advance. Additional screener administrations may be given to support academic intervention initiatives as a measure of student growth and reading progress.¶

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

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

Physical Fitness Testing (PFT): The designated testing window for administration of the PFT is February 1-May 31st.¶

¶

Contact Information and Communication Policy¶

¶

Email Accounts¶

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

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

All students are expected to:¶

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

Tone of Contact¶

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

Authorized Contacts¶

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

School Communication Responsibilities¶

Email or voicemail sent to administrative personnel Monday through Thursday between 9:00 am and 6:00 pm Pacific Time (PT) will be addressed within twenty-four (24) hours of the time it was sent. Email or voicemail sent between 9:00 am and 6:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office hours will be addressed within twenty-four (24) hours of the beginning of the following business day. Teachers will post their individual office hours on their course announcement pages and in their email signatures.¶

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

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

Teachers who are scheduled to be away during regularly scheduled office hours (for professional meetings or vacation) will post the dates and times of those interruptions at least forty-eight

(48) hours in advance and will offer alternative contact information for academic assistance. Unanticipated absences due to illness or other emergencies will be reported to the School Administrator, who will find suitable alternatives for assistance. In cases of unanticipated absences, coursework may take longer to be graded.¶

Extra-Curricular Activities and Organizations ¶

Clubs¶

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

Field Trips¶

CalPac offers field trip opportunities to currently enrolled students and their families. They are not required, and CalPac does not provide transportation to and from these events. California Education Code Section 35330(d) provides that all persons participating in an excursion shall be deemed to have waived all claims against CalPac for injury, illness or death occurring during or by reason of an excursion.¶

School Site Council¶

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

Additional Annual Notices¶

¶

CONSENT TO PHYSICAL EXAMINATION ¶

EC 48980, 49451 ¶

¶

California Pacific Charter Schools recognizes that periodic health examinations can help detect conditions that may affect learning and identify students who may qualify for special services under the Individuals with Disabilities Education Act (IDEA) or Section 504. However, parents or guardians have the right to withhold consent for their child's physical examination by submitting a signed, written statement annually to the school principal. Students exempted in this way will not be subject to physical examinations, but may be excluded from school if a contagious or infectious disease is suspected.¶

¶

HPV IMMUNIZATION ¶
EC 48980.4 ¶

In accordance with California Education Code Section 48980.4, California Pacific Charter Schools informs parents and guardians about the availability and importance of the Human Papillomavirus (HPV) vaccine. Students are advised to follow current immunization guidelines as recommended by the Advisory Committee on Immunization Practices (ACIP) of the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians. These guidelines recommend full HPV immunization before a student enters or advances to the 8th grade.¶

For more information, please consult your healthcare provider or visit www.cdc.gov/hpv.¶

¶
SURVEYS¶
Reference: EC 51513, 51514¶
¶
In accordance with California Education Code Section 51513, California Pacific Charter Schools will notify parents and guardians in advance and obtain written consent before administering any test, questionnaire, survey, or examination that includes questions about a student's or their family's personal beliefs or practices related to sex, family life, morality, or religion. The notification will include the specific or approximate dates when such surveys are scheduled and will provide an opportunity for parents/guardians to opt their student out of participation. Parents/guardians may also request to review any third-party survey materials prior to administration¶
¶
HUMAN TRAFFICKING PREVENTION EDUCATION¶
Reference: AB 1227¶

California has the highest number of incidents of human trafficking in the United States, and all students may be vulnerable. California Pacific Charter Schools believes it is a priority to inform our students about (1) the prevalence, nature of, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking. In accordance with the California Healthy Youth Act, CalPac will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment.¶

Parents/Guardians have the right to excuse their children from all or part of the instruction on the prevention of human trafficking. An opt-out form is available by request. Your consent for this instruction is NOT required. If the school does not receive a request to excuse your child, your child will be included in the instruction.¶

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available at the administration office.¶

COLLEGE PREPARATORY OFFERINGS¶
Reference: EC 48980.6¶

In accordance with California Education Code § 48980.6, California Pacific Charter Schools provides this annual notice to parents and guardians of students in grades 7–12 regarding available dual enrollment and advanced academic opportunities.¶

California Pacific Charter Schools is proud to offer multiple pathways for students to earn college credit while in high school. Students may take college courses through concurrent enrollment at a local college campus or participate in college-level coursework through our partnership with Irvine Valley College. All students interested in dual enrollment must meet the eligibility requirements established by both our school and the participating college, which may vary. Students wishing to pursue dual enrollment coursework should consult with their assigned counselor.¶

In addition to dual enrollment, we offer Advanced Placement (AP) courses and a robust selection of A-G approved courses that meet University of California (UC) and California State University (CSU) admissions requirements.¶

To view our full course list, including dual enrollment options and A-G approved coursework, please visit: ¶

California Pacific Charter School - Sonoma¶
https://hs-articulation.ucop.edu/agcourselist/institution/5422¶
California Pacific Charter School - San Diego¶
https://hs-articulation.ucop.edu/agcourselist/institution/1893¶
California Pacific Charter School - Los Angeles¶
https://hs-articulation.ucop.edu/agcourselist/institution/4998¶
¶
CALIFORNIA COLLEGE GUIDANCE INITIATIVE (CCGI) ¶
Reference: EC 51229 and 60900.5¶

The California College Guidance Initiative (CCGI) is a statewide program that supports college and career readiness for California students. CCGI operates **CaliforniaColleges.edu**, California's official college and career planning platform, which is available at no cost to students in grades 6–12 and their families.¶

As required by California law, CalPac Charter Schools may share student information with the California College Guidance Initiative (CCGI) to provide students and families with direct access to these online tools and resources.¶

The information shared is used only for educational purposes authorized by state and federal law and is protected in accordance with applicable student privacy laws, including the Family Educational Rights and Privacy Act (FERPA).¶

CALIFORNIA STATE UNIVERSITY (CSU) DIRECT ADMISSIONS PROGRAM¶
Reference: Senate Bill 640¶

CalPac Charter Schools participates in the California State University (CSU) Direct Admissions Program, which is designed to increase college access by identifying eligible students and providing early admission opportunities to participating CSU campuses.¶

As part of this program, CalPac may share limited student information with the California State University to:¶

- Determine a student's eligibility for CSU Direct Admissions;¶
- Notify eligible students of admission opportunities; and¶
- Provide information regarding enrollment, financial aid, and student support services.¶

The information shared may include a student's name, contact information, date of birth, Statewide Student Identifier (SSID), school information, and other demographic and academic information necessary to administer the program. Parent or guardian contact information may also be shared, when appropriate.¶

The information shared is used only for educational purposes authorized by federal and state law and is protected in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable student privacy laws.¶

Questions regarding the CSU Direct Admissions program or opt-out process may be directed to CalPac Charter Schools' Counseling Department.¶

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) / CALIFORNIA DREAM ACT APPLICATION (CADAA)¶

Reference: Education Code § 51225.7¶

California law requires local educational agencies to ensure that each student graduating from high school either completes and submits a Free Application for Federal Student Aid (FAFSA), a California Dream Act Application (CADAA), or submits a valid opt-out form or qualifies for an exemption as provided by law.¶

The FAFSA and CADAA are used to determine a student's eligibility for federal, state, institutional, and private financial aid programs that may help pay for college, career technical education, or other postsecondary education and training.¶

Students and families will receive additional information regarding this graduation requirement, available financial aid resources, and the process for completing a FAFSA, CADAA, or submitting an opt-out form during the student's senior year. Students who are eligible to opt out may do so by submitting the California Student Aid Commission (CSAC) opt-out form in accordance with Education Code section 51225.7. Students who opt out may later choose to complete a FAFSA or CADAA if they decide to pursue financial aid.¶

CAL GRANT GRADE POINT AVERAGE (GPA) SUBMISSION¶

Reference: Education Code §§ 69415 and 69432.9¶

California law requires school districts and charter schools to electronically submit the grade point average (GPA) of eligible students to the California Student Aid Commission (CSAC) for consideration for a Cal Grant award unless the student, or the student's parent/guardian if the student is under 18 years of age, submits a request to opt out of GPA submission.¶

California law requires school districts and charter schools to electronically submit the grade point average (GPA) of eligible students to the California Student Aid Commission (CSAC) for consideration for a Cal Grant award unless the student, or the student's parent/guardian if the student is under 18 years of age, submits a request to opt out of GPA submission.¶

Students who do not opt out will have their GPA submitted electronically to the California Student Aid Commission solely for the purpose of determining eligibility for Cal Grant financial aid programs, in accordance with state law.¶

Questions regarding the GPA submission or opt-out process may be directed to CalPac Charter Schools' Counseling Department.¶

MILITARY RECRUITER AND INSTITUTIONS OF HIGHER EDUCATION ACCESS TO STUDENT INFORMATION¶

Reference: 20 U.S.C. § 7908 (Every Student Succeeds Act); 10 U.S.C. § 503¶

Federal law requires local educational agencies receiving federal funds to provide military recruiters and institutions of higher education, upon request, with the names, addresses, and telephone listings of secondary school students unless the student's parent/guardian, or the student if 18 years of age or older, requests that such information not be released.¶

Parents/guardians of students under 18 years of age, or students who are 18 years of age or older, may request that CalPac Charter Schools withhold this information from military recruiters and institutions of higher education in accordance with federal law.¶

Questions regarding the opt-out process may be directed to CalPac Charter Schools' Records Department.¶

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Coversheet

Ratification of Increased hand2mind Purchasing Authority

Section:	VIII. Education/Student Services
Item:	D. Ratification of Increased hand2mind Purchasing Authority
Purpose:	Vote
Submitted by:	Christine Feher
Related Material:	hand2min Inv - May 2026.pdf hand2mind QUO043877.pdf hand2mind Custom Student Kit Pricing & Contents Reorder_50_7.9.pdf

BACKGROUND:

Hand2mind provides hands-on math manipulatives and instructional materials that support student engagement, mathematical reasoning, and standards-aligned instruction for students in grades TK–5. CalPac utilizes hand2mind base ten manipulatives to enhance virtual learning by providing students with tangible tools to build foundational math skills, develop number sense, and model mathematical concepts at home. These materials support differentiated instruction and help reinforce place value, addition, subtraction, multiplication, and other core elementary math concepts through hands-on exploration and practice. This purchase supports equitable access to instructional math resources and strengthens the connection between online instruction and interactive learning experiences.

RECOMMENDATION:

It is recommended that the Board ratify an increase in the authorized expenditure with hand2mind for the 2026–2027 school year from an amount not to exceed $28,000 to an amount not to exceed $29,909.98 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as presented.

Invoice

REMIT PAYMENT TO

HAND2MIND, INC.
6642 EAGLE WAY
CHICAGO, IL 60678-1066
USA

Invoice No: **INV000539088**
Invoice Date: **6/18/2026**
Invoice Due Date: **7/18/2026**
Order Date: **5/14/2026**
Page: **1 of 2**
Sales Order: **SO000442053**

SOLD TO

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 SOUTH COAST DRIVE #185
COSTA MESA, CA 92626
USA

SHIP TO

CALIFORNIA PACIFIC CHARTER SCHOOLS
ATTN: CHRISTINE FEHER/ERIN RINEBERG
940 S COAST DR STE 185
COSTA MESA, CA 92626-1780
USA

CUSTOMER ID	CUSTOMER PO	PAYMENT TERMS	FREIGHT TERMS
CUST000008081	26-1003	ShipComplete/N30	PREPAID

SALES REP ID	SHIPPING METHOD	SHIP DATE
209	CGLY	6/18/2026

ORDER QTY	SHIPPED QTY	PREV SHIP	BACK ORDER	OUR PART #	YOUR PART #	UNIT PRICE	EXT PRICE
225	225	0	0	93539 MANIPULATIVES AT HOME KIT, GRADES 3-5		$ 31.99	$ 7,197.75
320	320	0	0	99169 CALIFORNIA PACIFIC STUDENT MATH KIT		$ 52.54	$ 16,812.80

**** ORDER SPECIFICATIONS ****

MUST DELIVER BY JUNE 30TH
DAISY 949-688-7798 LIFTGATE SERVICE REQ'D
CALL AHEAD OF DELIVERY AS THE CUSTOMER NEEDS TO HAVE EMPLOYEES ASSIST.
Deliveries should take place outside the main entrance with pallet take-away service.
Pallet to be completely broken down for there to be debris removal.

Invoice

Invoice No: **INV000539088**
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REMIT PAYMENT TO

HAND2MIND, INC.
6642 EAGLE WAY
CHICAGO, IL 60678-1066
USA

SOLD TO

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 SOUTH COAST DRIVE #185
COSTA MESA, CA 92626
USA

SHIP TO

CALIFORNIA PACIFIC CHARTER SCHOOLS
ATTN: CHRISTINE FEHER/ERIN RINEBERG
940 S COAST DR STE 185
COSTA MESA, CA 92626-1780
USA

**** TRACKING INFORMATION ****

53184384

SUB TOTAL	**$ 24,010.55**
FREIGHT	**$ 0.00**
SALES TAX	**$ 1,860.82**
INVOICE TOTAL	**$ 25,871.37**
PAYMENT	**$ 0.00**
NET AMOUNT DUE	**$ 25,871.37**

**** BILLING INQUIRES CONTACT ****

Collection agent: Robin Martin
Agent phone: 847.968.5265
Agent E-mail: RMARTIN@HAND2MIND.COM

500 GREENVIEW COURT VERNON HILLS, IL 60061-1862 USA 800.445.5985

Quotation

Page	1 of 1
Number	QUO043877-2
Date	7/30/2026
Requisition	Erin Rineberg
Your ref.	
Prepared By	VALERIE STEIN
Quotation deadline	10/8/2026
Payment	Ship Complete
Invoice Acct #	CUST000008081

hand2mind
500 GREENVIEW COURT
VERNON HILLS, IL 60061-1862
USA

Telephone	800.445.5985
Fax	800-875-9643

Bill To:

California Pacific Charter Schools
940 South Coast Drive #185
Costa Mesa, CA 92626
USA

Ship to:

California Pacific Charter Schools
940 South Coast Drive #185
Erin Rineberg
Costa Mesa, CA 92626
USA

Item number	Description	Quantity	Unit	Sales price	Amount
93539	MANIPULATIVES AT HOME KIT, GRADES 3-5	15.00	EA	$31.99	$479.85

Currency	Sales subtotal amount	Net amount	Sales tax	Total
USD	$479.85	$479.85	$37.19	$517.04

Freight Savings	$57.58

Sales Rep Information
Diana Christopherson
(740) 438-1307
dchristopherson@hand2mind.com
Purchase Orders can be sent to orders@hand2mind.com
Credit card orders can be called in to 800-445-5985

California Pacific Charter School

Kit Number	Kit Description	Quantity of Kits	hand2mind List price	Discounted Kit Price	Extended Discounted Kit Price
99169	California Pacific Student Kit	50	$90.03	**$52.54**	$2,627.00

- *Prices valid for 90 days from quote date**.*
- *Kit pricing includes standard ground shipping and handling to one location.*
- *Special processing and palletizing requests may incur an additional handling fee.*
- *Based on current inventory, delivery timeframe estimate is TBD.*
- *Minimum kit re-order quantity: 100 per sku.*
- *Some line items may not be available for individual purchase.*
- *Orders are subject to credit approval and applicable sales tax.*
- *Payment terms are Net 30 days from invoice date.*

**Prices include U.S. Import Tariff Fees based on current Section 122 tariff rates effective February 24, 2026, per Executive Order Proclamation 11012 issued February 20, 2026.*

In the event that current tariff rates change or additional tariffs are imposed on goods imported into the United States affecting component material, kit prices will be adjusted based on the affected Components in each kit bill of material.

California Pacific Charter School

Kit Number	Kit Description	Item Number	Product Description	Kit Quantity	Notes
99169	California Pacific Student Kit	50	BASE TEN CUBE, PLSTC BLUE	2	
		5542	BASE TEN FLATS, PLSTC BLU P/10	1	
		5532-10	BASE TEN RODS, PLSTC BLUE P/10	2	
		5552	BASE TEN UNITS, PLST BLU P/100	1	
		76212	BILLS, PAPER, ASST SET/100	1	
		4731	CLOCK, PLSTC, GEARED 4"	1	
		840A	COINS IN BAG SET/96	2	
		93798	COUNTERS, BABY BEAR 4 CLR SET/20	1	
		4060-20	COUNTERS, TWO-COLOR, PLSTC SET/20	1	
		5781	DICE, DOT, WHITE 5/8" PK/8	.25	*2 per kit*
		40133	GEOSOLIDS® FOAM SET/12	1	
		66774	MATS, DRY ERASE, 1-120 13X11" PK/10	.1	*1 per kit*
		97925	MATS, DRY ERASE, BASE TEN PLACE VALUE, 1-100 P/25	.04	*1 per kit*
		79486	NUMBER LINES, 0-30 STU PK/30	.033	*1 per kit*
		4440F2	PATTERN BLOCKS, FOAM, 0.5CM, SET/27	1	
		4576	SPINNERS, BLANK, O/H, SET/5	.2	*1 per kit*
		94330	UNILINK® CUBES SET/20 (2 EA OF 10 COLORS)	1	
		90144	WRITE-ON/WIPE-OFF TEN-FRAME MATS S/10	.1	*1 per kit*
		HB15	BAG, PLSTC ZIP W/HNDL 15X15"	1	*estimated packaging*