



California Pacific
Charter Schools
SONOMA

Student/Parent Handbook

Revised August 2021

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

Dear CalPac Families,

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

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

Sincerely,

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

Christine Feher

Executive Director

California Pacific Charter Schools

Table of Contents

General Information	7
The Collaborative Family of Schools Mission Statement	7
CalPac Mission Statement	8
CalPac Vision Statement	8
CalPac Core Values	8
Student Learning Outcomes (SLOs)	9
Charter Authorizers	9
Terminology	10
WASC Accreditation	11
School Site Council	11
McKinney Vento Information	12
Student Freedom of Speech/Expression	12
Family Educational Rights and Privacy Act	13
Title IX Notice of Nondiscrimination	16
Annual Notice of Uniform Complaint Procedures	16
Parent Liability for Student Conduct	18
Alcohol, Tobacco, and Drugs	19
Bullying Policy	19
Child Abuse Reporting	20
Suicide Prevention Policy	20
Student Admissions and Enrollment	21
Student Enrollment	22
Enrollment Requirements	23
Grade Level Placement	23

Transitional Kindergarten (TK)/Kinder Placement	23
Adult Student Enrollment	24
Previous Expulsion	24
Enrollment/Application Timeline	25
Concurrent K-12 Enrollment	25
Private Schools and Concurrent K-12 Enrollment	25
Transitional Kindergarten (TK) and Kindergarten Pre-School Concurrent Enrollment	25
Education Support and Oversight	26
Teacher of Record (ToR)	26
Initial Meeting	26
Course of Study Learning Plan	26
Learning Period Meetings With Your Teacher	27
Planning of Student Learning	28
Communicating with your ToR	28
Concerns About Your ToR	28
Attendance	28
Master Agreement	28
Required Documentation and the Learning Period Meeting	29
Learning Log (LL)	29
Additional Logs	29
Activity Log (AL)	29
Assessment of Student Work	30
Work Samples	30
The Assignment and Work Record (AWR)	30
Attendance Claims	30
Attendance, Support, and Involuntary Removal Policy	31

Adequate Progress Policy	32
Academics	32
Curriculum	32
CalPac Curriculum Resources	32
Choosing Curriculum	32
Addressing the California Standards	33
Reading and Math Intervention	33
Instructional Funds and Ordering Course Curriculum	34
Course Catalog (High School Only)	34
Prerequisites (High School Only)	34
How to Clear a Prerequisite	35
CalPac Course Policies	35
Adding a Course	35
Transfer Between Two Courses	35
Dropping a Course	35
Credit Recovery Program (Online High School Only)	36
Foundations Program (Online High School Only)	36
Graduation Requirements (Online High School Only)	36
A-G Requirements (Online High School Only)	37
Grades and Credit	37
Report Cards	37
Grade Revision Policy	39
Incomplete Grades Policy	39
Grade Appeal Policy	39
Transfer Credits	40
Homeschool Credit Transfer	40

Transcripts	40
Repeated Courses	41
High School Credit for Middle School Coursework	41
Community College Concurrent Enrollment (Online High School Only)	41
Promotion, Retention, and Acceleration	42
English Learners (EL)	42
Academic Integrity	43
Plagiarism/Cheating	43
CalPac Disciplinary Action for Plagiarism/Cheating	44
Grievance Procedure	46
School Policies/Procedures/Regulations	46
Harassment and Cyberbullying	46
Civility Policy	49
Suicide Prevention Policy	50
Acceptable Use Policy	51
Substance Abuse	51
Suspension/Expulsion Procedures	51
Student Privacy (FERPA)	52
Anti-Discrimination	53
Testing	53
Local Assessments	53
Final Exams	53
Standardized Testing	54
Assessment Schedule	56
Contact Information and Communication Policy	56
Email Accounts	56

Tone of Contact	57
Authorized Contacts	57
School Communication Responsibilities	57
School Issued Technology	58
Student Computers	58
Technical Assistance	59
Extra-Curricular Activities and Organizations	59
Clubs	59
Field Trips	59
School Site Council	59
Student Handbook Acknowledgement Form	60

General Information

CalPac is part of the Collaborative family of schools (CFS). CFS partners and works together to provide and afford our students with diverse options and opportunities.

CFS schools are:

- California Pacific Charter Schools
- Sage Oak Charter Schools
- Excel Academy Charter Schools
- Motivated Youth Academy
- Pathways Adult Charter Schools

CalPac serves three charter schools within the CFS network. They are:

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

The Collaborative Family of Schools Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award-winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

Vision

GROWTH: Our strong commitment to serving our community will establish ourselves as a leader in the independent study community. Our stakeholders will benefit from our ability to set ourselves apart from similar educational institutions through expertise, parent support, and high academic achievement.

ACCOUNTABILITY: We are committed to maintaining sustainability through academic, fiscal, and legal accountability. We will meet the criteria necessary to achieve renewal, ensure audit compliance annually, and continued compliance with legal regulations governing our school.

PERSONALIZATION: We will provide an educational experience of personalized learning and academic choice within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.

SUPPORT: Our priority is to support individualized student learning by collaborating with the parent, the educator, and the student. We will utilize staff strengths, professional development opportunities, and community resources to help our students in their journey to become lifelong learners and reach academic excellence.

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

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.

IHS Teacher/Teacher of Record (ToR) - 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.

Learning Period Meeting (LPM) - The meeting in which the student and parent meet with their assigned TF once every learning period to review the learning that took place, plan for future learning periods, complete attendance, and offer support to the parent and student. At the LPM, your TF will review your student's complete body of work/learning and collect work samples for that period.

Course of Study Learning Plan (CoSLP) - A list of courses, curriculum, and learning goals that the parent and teacher facilitator plan together to support the student's learning and mastery of state requirements. This plan must be on file prior to ordering of materials and may be updated as needed throughout the year.

Instructional Funds (IF) - The Instructional Funds (IF) are appropriated for education purposes to deliver the student's educational plan. The funding may only be spent on appropriate educational materials for the enrolled student. They may not be used to provide educational materials for siblings or parents or anyone else not enrolled in California Pacific Charter, or for materials not applicable to the enrolled student's educational plan.

Education Partner (EP): Companies and individuals who provide instruction, services, curriculum and materials to students enrolled in CPCS' independent home study program in order to provide a full and enriching personalized education experience. EPs are not employees of CPCS but are valued partners of our independent home study program. Under the title of Education Partner we have designated two partner groups: Curriculum & Materials Partners

(CMPs) and Community & Instruction Partners (CIPs) based on the products and services provided.

WASC Accreditation

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

School accreditation:

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

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

School Site Council

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

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

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

McKinney Vento Information

If you are in a situation that qualifies you as homeless based on the McKinney Vento definition below and you are interested in receiving information about resources available in your area, please contact the school director. CalPac will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths per applicable law.

Student Freedom of Speech/Expression

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

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

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

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

Family Educational Rights and Privacy Act

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or

student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized

representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as "directory information" under §99.37.

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

Examples include:

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

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

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

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

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

Title IX Notice of Nondiscrimination

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

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

Annual Notice of Uniform Complaint Procedures

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

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in California Education Code section 200 and

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

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

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

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

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

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

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

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

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within

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

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

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

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

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

Parent Liability for Student Conduct

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

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

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the pupil's alleged misconduct before

withholding the pupil's grades, diploma, or transcripts.

If the minor and parent are unable to pay for the damages or to return the property, the school will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil will be released.

Alcohol, Tobacco, and Drugs

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

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

Bullying Policy

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

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

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

Child Abuse Reporting

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

Suicide Prevention Policy

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

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student’s parent or guardian. It is the responsibility of each student’s parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school’s appointed suicide prevention liaison.

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

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

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

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

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

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

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

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

Student Admissions and Enrollment

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

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

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

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

Student Enrollment

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

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

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

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

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

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

Enrollment Requirements

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

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

Grade Level Placement

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

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

[CalPac Grade Level Placement Chart](#)

Transitional Kindergarten (TK)/Kinder Placement

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

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

Available Translations of the Kindergarten Continuance Form

Adult Student Enrollment

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

Previous Expulsion

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

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

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

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

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

Enrollment/Application Timeline

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

Concurrent K-12 Enrollment

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

Private Schools and Concurrent K-12 Enrollment

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

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

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

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

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

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

Education Support and Oversight

Teacher of Record (ToR)

Upon enrollment a ToR is assigned to each family. A ToR is a credentialed teacher servicing students in grades TK-12. CalPac ToRs are here to support students and families to develop and implement their personalized education plan. CalPac ToRs possess California multiple subject credentials and in some cases also have single-subjects credentials in specific subject content areas.

Initial Meeting

At the initial meeting your ToR will discuss your teaching philosophy, your child's learning style and your goals for your child. Your ToR will support you to identify your teaching philosophy, the student's learning style and personal goals if that type of support is desired.

Together, you and your ToR will determine what resources (curricula, classes, activities, high school HQTs, tutors, computers) will be needed for the various subjects your child will cover this school year. You will also set up your child's learning plan outlining how curriculum/materials support learning goals. Your ToR will explain the school requirements with regard to learning period requirements, state and local assessments, portfolios and school resources.

Course of Study Learning Plan

To support students in meeting adequate progress and mastery of standards, all students will submit a [course of study learning plan](#) outlining planned curriculum, materials, and learning goals for each enrolled course. This plan can be completed together with the ToR during the first meeting of the school year and revised as needed throughout the school year. This plan will be used to ensure appropriate management of instructional funds and that core academic materials are on hand/ordered prior to any enrichment activities. Your ToR can answer any questions you may have about a learning plan and goals.

Student Progress & Grade Level Mastery: Students performing below grade level must include in their learning plan how materials are supporting achievement of grade level content. Additional resources and curriculum may be required to support grade level attainment. Parents

will work with their Teacher to plan out the best path to fill in learning gaps and support reasonable academic progress towards grade level standards.

Learning Period Meetings With Your Teacher

Students will meet weekly with their ToR for live instruction and progress review. A longer learning period meeting between the ToR, the student and parent/guardian will occur once a learning period at a mutually agreed upon location or virtually with webcams. Face to face learning period meetings are encouraged as much as possible and within current health and safety guidelines. Possible in person locations are a local library, bookstore, coffee shop or park. Learning Period meetings can NOT take place at a family's home. The monthly meeting is important. At the meeting, monthly learning documentation must be provided, important information communicated, the complete body of work is reviewed, work samples are selected, and an assessment of student progress must be made. This is also a time to plan your future learning period with your ToR. As a result, neither party should accept missed appointments, late arrivals, or unpreparedness. Because everyone's schedules are so full, rescheduling appointments can be challenging. Make every effort to prioritize these appointments and change them only if absolutely necessary. In case of an extreme emergency, contact your ToR for options.

A Note About Virtual Meetings: In deciding if a virtual meeting should take place in lieu of an in-person meeting, the ToR will take into consideration current school health and safety requirements, the student age, type or work and amount of work being completed, additional discussion items that need to take place at the meeting, student and parent technological capabilities, and the personality of the student and parent. Virtual meetings must be mutually agreed upon, unless mandated by the school in line with health and safety requirements at that time.

Learning Period Meeting Guidelines:

- All meeting dates, times, location/mode must be mutually agreed upon.
- All LPM meetings must occur within the last 5 days of the LP.
- All meetings should follow the LPM policy of one hour per student.
- The student and parent/guardian listed on the master agreement must be present during the entire meeting. Students MUST attend these meetings.
- Virtual Meetings must have the student on a webcam.
- Virtual Meetings cannot be suggested by a teacher to accommodate schedule needs of the teacher (i.e. teacher child care, family vacation, etc.)
- Parent should request or schedule a meeting with advanced notice when possible, however emergency virtual meetings can also be scheduled (i.e. sick kid or car trouble)

Planning of Student Learning

During the Learning Period Meeting, another responsibility of the ToR is to work with the parent to plan the next Learning Period. The ToR is there to assist the parent with guidance, resources, and ideas to enhance student learning and achievement. The plan that is drafted is fluid and can be modified as much as desired so long as the student is making adequate progress towards the standards.

Communicating with your ToR

Your ToR is available via phone, email, and virtual meeting during their office hours for any questions or needs you may have. Your ToR will meet daily with the student for group virtual meetings and direct instruction. It is important to let your ToR know what method of communication works best for you between meetings. Your ToR will also communicate his/her preferred communication and best days/times to reach him/her.

Concerns About Your ToR

If a parent has concerns regarding their ToR that he/she is unable to resolve directly with the ToR, he/she may contact our Assistant Director of Independent Home Study, Erin Rineberg (erineberg@cal-pacs.org) to set up a meeting and review concerns. We will assist the ToR and parent in working towards a positive working relationship.

Attendance

Regular attendance is very important to the success of both your student and our school. Charter schools are funded based on “average daily attendance” or ADA. “Attendance” means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our schools are nonclassroom-based instructional programs, ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned teacher subsequently assesses the student’s work to determine whether the time value amounts to a full day of work. It’s important to stick to a regular work scheduled/calendar so your student can clearly identify each school day in that calendar on which he/she engaged in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student’s work, the teacher will consider each student individually and may adjust the assignments accordingly.

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.

Required Documentation and the Learning Period Meeting

CalPac's auditor requires the following documentation to ensure compliance: the Learning Log (LL), the PE log, the Assignment and Work Record (AWR), attendance, and work samples. The ToR will use the Learning Log, the Assignment and Work Record, work samples, and the information gleaned during the Learning Period Meeting to determine the amount of attendance to claim for the student for the learning period. Detailed information is as follows.

Learning Log (LL)

The Learning Log is a document for the student/parent to complete throughout the duration of the learning period. At the end of each week the student/parent will update the Learning Log through the online student/parent portal with a description of learning/activities for each enrolled course to verify that learning took place during the specific calendar days. If the student was sick or no work was completed on a specific day that entry line must be left blank.

Additional Logs

In addition to the Learning Log, students have a PE Log that must be completed every Learning Period. Students in grades TK-6 must have a minimum of 20 minutes of PE activity each school day or 200 minutes every 10 school days, and students in grades 7-8 must have a minimum of 40 minutes of PE activity each school day or 400 minutes every 10 school days.

Students taking an elective music class must update their music log with all instructional minutes and practice.

Students may also use the Reading Log if they so choose to track their reading. Make sure to include the title of the book read on the entry.

Activity Log (AL)

At the end of the learning period the ToR will review all entries in all logs for the learning period to make sure logs are in compliance. The ToR will then combine all logs into the Activity Log and send to the parent/guardian for an electronic signature. The Activity Log can not be signed prior to the end of that Learning Period, and should be signed no later than three (3) days after the Learning Period ends.

A ToR will use the Activity Log to claim attendance for the learning period. Depending on the complete body of work, selected work samples, and quality of entries, the ToR may claim less attendance days than what is actually listed on the Learning Log. However, a ToR can not claim more attendance days than what is filled in. Blank entry lines are equivalent to an absence for that day.

Assessment of Student Work

A full body of work needs to be submitted each learning period. This body of work must include a variety of assignments and activities that show progress and mastery of all required grade level standards. Failure to provide a comprehensive body of work will trigger a progress evaluation and will impact the student's end of semester report card grades. Students/Parents are encouraged to submit work electronically throughout the learning period using the SeeSaw App. Families may also keep track of their full body of work in a folder to physically share with their ToR each learning period.

The ToR is responsible for evaluating the complete body of work to determine student academic progress and verify attendance. It is essential that the body of work matches what is listed in the Learning Log. Your ToR will review the various ways to track your body of work at your initial meeting together.

Work Samples

Samples of student work are an important way to demonstrate compliance and accountability to our auditor as they show student progress towards state standards. This accountability is a necessary component to document attendance and to receive our school's funding. Work samples are also a student's chance to show off their learning and highlight all the amazing things they are doing. We love to see what our students create on their personalized learning journeys.

It is the ToR's responsibility at each learning period meeting to review the full body of work and to select varied types of samples from each course on the student's master agreement.

The Assignment and Work Record (AWR)

The Assignment and Work Record is the official documentation of what standards the student has learned during the school year. The ToR will complete the Assignment and Work Record as part of their required documentation using the Activity Log and body of work provided at the end of the learning period.

Attendance Claims

Attendance for a learning period can only be fully claimed after a learning period has ended. This is why it is essential for the LPM to occur during the last five (5) days of the learning period, that all logs are complete for the Activity Log by the last day of the learning period, and that a full body of work matching Learning Log entries is provided by the last day of the learning period. After reviewing the Learning Log and verifying the work and/or standards completed by the student using the Assignment and Work Record, the ToR will complete an attendance sheet by signing and submitting the sheet electronically.

Policies

Enrollment in California Pacific Charter's Independent Home Study Program provides flexibility and choice in personalizing day to day learning. However, enrollment in this program also means that families are choosing to abide by the state requirements for public school attendance and commit to daily learning. Without the constraints of classroom walls, families must decide when and where to work on course assignments within the guidelines of the program. Parents and the teacher of record must work in partnership to provide the necessary guidance and direction for students to attend school and complete work each week in line with the student's learning plan.

The school's goal is for students to be successful and to achieve high academic standards. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the parent and student responsibilities are not fulfilled. The parent/guardian is responsible that:

- the student completes assigned learning and/or standards for each learning period.
- the student/parent updates the learning log with a description of learning activities in each course on the student's master agreement by the end of each week.
- the parent and student attend required school meetings (including but not limited to the initial master agreement meeting, learning period meetings and special education services).
- the student attends daily synchronous virtual sessions with their ToR.
- the parent and student abide by all school/Governing Board policies.
- the student completes required school assessments, including attending all state testing in person at a designated location.
- the school receives all required documentation for continued enrollment, such as proof of residency.

As a provider of public school education, CalPac must comply with state attendance regulations*. Students of CalPac schools are required to attend and engage in their home study courses as they would in any other school setting.

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.*

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

Special Education Students

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

Adequate Progress Policy

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

Academics

Curriculum

CalPac offers a variety of curriculum options and an extensive Education Partner list to assist students in reaching their educational goals. The ToR and families work together to identify curriculum options that will meet the student's needs as well as meet school, state and federal guidelines.

CalPac Curriculum Resources

Curriculum and educational resources including information on different learning styles, home-educating best practices, recommended curriculum, and free learning resources can be found on the California Pacific Charter Sonoma Website under Home Study>TK-8th Grade.

Choosing Curriculum

Your ToR is here to be your partner in education. As the teacher of record he/she will offer support in helping you choose appropriate materials and activities for your child. Information that will be helpful to your ToR when discussing the student's educational plan and determining their curriculum might include the following: the student's learning style, previous learning challenges at home and at prior school(s), the student's maturity level, the student's ability to stay on task and work independently, issues in the family that might affect the student's ability to learn, accommodations through special education, the student's likes/dislikes and interests, available student state test results, high school transcripts and report cards. If you are unsure of the learning styles that best fit your approach, please visit our website > Home Study> TK-8th Grade > Learning Models & Philosophies for more information and a self assessment. Please be

aware that the ToR continues to be the teacher of record and will make the final determination as to whether or not the requested curriculum is educationally appropriate.

The ToR will also find the following information helpful in making recommendations about the student's curriculum:

- the parent's educational philosophy and preferred teaching style
- the amount of experience the parent has had with independent study
- the amount of time the parent has to spend with any one student, the amount of time the parent has for educational planning and preparation each week and the resources already available in the home.

After considering this information, curriculum and resources necessary to accomplish the educational plan will be implemented within the guidelines of the school.

It is our goal at CalPac to maximize flexibility in using instructional funds for the educational benefit of our students. Your ToR is here to support that flexibility and make sure you are selecting the best curriculum for your learning goals.

Addressing the California Standards

Enrollment in CalPac is dependent upon the student demonstrating adequate and appropriate monthly progress toward the standards. The ToR is available to help families understand the standards and how to implement them in each student's academic program.

The subject and course standards and the parent overview standards are available on the CalPac website under Resources.

Additionally, parents can obtain the subject and course standards directly from the [California Department of Education](#). Student friendly versions of the standards may be found [here](#).

The ToR will provide parents with the state standards for the core subjects at each child's grade level, at the first meeting of each year.

Reading and Math Intervention

Students scoring below grade level in reading and math are required to use a specific curriculum and follow an individualized plan to get caught up. Multiple measures are used to identify students that are performing below grade level including, proctored NWEA diagnostic tests, CAASPP tests, observations, and report cards. A student support team will be established to help families navigate the best curriculum and plan to support students in achieving grade level mastery in reading and math.

Instructional Funds and Ordering Course Curriculum

CalPac allocates instructional funds per student for grades TK through 8th. The purpose of these funds is to support the student's personalized learning plan that is developed with the support of the credentialed teacher (ToR). All core academic materials must be ordered and documented on the student's learning plan prior to the approval of enrichment activities and materials.

Instructional Funds order requests are placed in OPS by the family for review and approval by the ToR, administration, and Education Partner Department. The school holds all funds and then allocates all funds for items following approval.

Students and families must follow all of the instructional funds guidelines and order requirements [here](#) and each parent/guardian must submit CPCS Family Instructional Funds Ordering Agreement prior to orders being approved.

New Education Partner Requests: CPCS staff and families may put in a request for educational partners following the [CPCS Education Partner Request Guidelines](#). Requests do not guarantee approval of educational partners or that educational partners will accept.

Enrichment Projects & Activities: We encourage students to explore and create through the use of projects and activities. Enrichment Projects are those activities that are not part of an academic core class and outside of the general curriculum. These projects also include art, science, and STEAM activities. All of these projects must have a comprehensive project plan, including materials, purpose, connection to any standards (if applicable), and description of the final product. Students will also give a short presentation and submit the final product to the ToR. Teachers will review all project proposals and materials prior to sending to the assistant director for final approval. All core academic materials must be ordered or documented prior to enrichment projects being approved.

Course Catalog (High School Only)

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

Prerequisites (High School Only)

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

How to Clear a Prerequisite

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

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

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

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

CalPac Course Policies

Adding a Course

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

Transfer Between Two Courses

Students requesting a transfer from one course to another must submit a written request (email is acceptable) from a parent/guardian or the adult student to the assigned School Counselor. This applies even if the transfer is suggested by an instructor or School Counselor. Students may only request a transfer from one course to another during the first ten (10) business days of the course.

Dropping a Course

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

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

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

Credit Recovery Program (Online 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 (Online 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 (Online High School Only)

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 (Online High School Only)

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

It is the law in California that the teacher of record assign the official grades and credits. The grades and credits awarded on the report card represent the professional evaluation by the

teacher of record of the student's progress toward the state and school standards. The grade given to each student will be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher shall be the final grade.

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

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

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

Letter Grade	Percent Grade	4.0 Scale
A+	97-100%	4.0
A	93-96%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D-	63-66%	1.0
D	60-62%	0.7
F	Below 60%	0.0

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

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

Grade Revision Policy

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

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

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

Incomplete Grades Policy

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

The following provisions for Incomplete grades apply:

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

Grade Appeal Policy

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised transcript where it is deemed appropriate.

Transfer Credits

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

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

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

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

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

Homeschool Credit Transfer

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

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

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

Transcripts

Official transcripts should be requested from the registrar's office at least two weeks prior to deadlines. Transcripts and student records will be withheld until all financial obligations

(including the return of CalPac computers and/or non-consumable materials) are cleared from a student's account.

Repeated Courses

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

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

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

High School Credit for Middle School Coursework

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

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

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

Community College Concurrent Enrollment (Online High School Only)

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

Qualified California Pacific Charter School students may obtain high school and college credit for specific courses taken at the community college level provided certain guidelines are followed. Concurrent enrollment is recommended only for students grades 11 and 12 who

demonstrate academic readiness (3.0 GPA or higher. 2.5 GPA for college vocational courses). The full concurrent enrollment policy can be found on our website at- <https://www.cal-pacs.org/resources/counseling/>

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

Promotion, Retention, and Acceleration

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

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

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

English Learners (EL)

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

- All EL students are ELPAC tested at the beginning of each year.

- Parents are notified of ELPAC results within 30 days from when the state scores and releases results.
- CalPac students are in an English Language Mainstream academic program with an EL Support Course, or support from their Education Specialist. The mainstream curriculum is taught and/or supported by Crosscultural, Language, and Academic Development (CLAD) certified teachers and includes vocabulary, visual, and thematic based support. English Learners are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

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

The following criteria are used in tandem to determine reclassification:

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

Academic Integrity

CalPac expects a full commitment to academic integrity from each student.

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.

Plagiarism/Cheating

CalPac considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. The use of another person’s work or ideas must be accompanied by specific citations and references.

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

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

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

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.

A discussion thread, Excel spreadsheet, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting them. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students also are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the internet.

CalPac Disciplinary Action for Plagiarism/Cheating

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

Consequences

First Offense:

- Student may redo the assignment within one week (if submitted prior to the week of finals). If 31% or higher of the original assignment was plagiarized or unoriginal, then the student may not earn a grade higher than 70% on the redone assignment. If 30% or less of the original assignment was plagiarized, then 20% of the grade will be deducted from the redone assignment's final grade.
- Regardless of the percentage of plagiarism, if the assignment is not redone, the student will receive a zero on the submitted assignment.
- Telephone conference with the instructor, School Counselor, student, parent/ guardian, and Department Chair.
- Notification sent to the School Administrator.

Second Offense:

- Grade of zero for the assignment; the assignment may not be redone.
- Telephone conference with the instructor, School Counselor, student, parent/ guardian, and Department Chair.
- Notification sent to the School Administrator.

Third Offense:

- Failure grade in the course in which the third offense occurred, regardless of which course the first two offenses occurred.
- Telephone conference with the instructor, School Counselor, student, parent/ guardian, and administrator.
- 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.

Fourth Offense:

- Telephone conference with the instructor, School Counselor, student, parent/ guardian, and administrator.
- Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law.
- The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Special Education Students

If the at-risk student is an identified Special Education student, including a **student with an Individualized Education Plan (IEP)**, teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

Grievance Procedure

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

If a student is accused of plagiarism, cheating or other forms of academic dishonesty and the parent/student disagrees:

- The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate.
- The school administrator will investigate and respond with a written determination within ten (10) working days.
- If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the governing board. The board shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the board will be accomplished by the vote of a simple majority, and the decision is final.

School Policies/Procedures/Regulations

Harassment and Cyberbullying

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

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

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

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

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

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

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

Steps for Students to Follow

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

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

Administrative Action Plan

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

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

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

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

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

Disciplinary Action for Students Engaging in Harassment or Cyberbullying

Students who are found engaging in harassing or bullying behavior

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

Staff Member Responsibilities for the Harassment or Cyberbullying Policy:

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

- Teachers or School Counselors warn the student about possible expulsion.

The School Administrator initiates administrative expulsions as described above.

Civility Policy

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

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

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

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

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

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.

4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Suicide Prevention Policy

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.
2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline –1.800.273.8255 (TALK),
 - The Trevor Lifeline – 1.866.488.7386, The Trevor Project
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. Please refer specifically to board approved policy 5020 - Comprehensive Self-Harm and Suicide Prevention policy on the CalPac website for the complete policy.

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

Acceptable Use Policy

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

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

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

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors will contact the School Administrator. The School Administrator will investigate the situation and if warranted, will report this to the student's parent/guardian. The School Administrator may refer students to counseling, and if warranted, to law enforcement.

Suspension/Expulsion Procedures

The school reserves the right to suspend or expel students pursuant to the policy and procedures established by the governing board and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur mostly online via one-to-one and collaborative communication tools, or monthly Learning Period (LP) meetings. These participants may also interact from time to time during field trips and proctored testing events. The school has disciplinary procedures for student academic, interpersonal, and

internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

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

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

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

Grounds for Suspension or Expulsion

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

Suspension/Expulsion Procedures

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

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

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

Student Privacy (FERPA)

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

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

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

Anti-Discrimination

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

Testing

Local Assessments

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

Final Exams

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

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

The following are the options for having your core course final exams proctored. Students will be asked to respond to the school with their choice of option no later than four (4) weeks prior to the end of the semester.

Option 1 – Attend a scheduled school testing session via webcam

Students may request an appointment for the regularly-scheduled testing session to access a school proctor via webcam. There may be a limit to the number of webcam proctoring sessions that can be conducted at one time. Students utilizing a webcam for proctoring purposes must complete each exam in a single sitting (breaks are permitted between exams).

Option 2 – Register an approved proctor

Students may register a qualified proctor with the school prior to taking the exam at a time and location of the student's choosing. Proctors must be registered and approved at least three (3) business days prior to the release of the exam password. Proctor Approval Forms are available from CalPac.

If a student requests to take a final exam early, he/she must be directed to the School Counselor and the school administration. A student may not take a final exam early unless it is approved by the School Administrator. For consideration, the following criteria need to be met:

- A valid reason, such as a student is transferring to another school.
- The student must have a grade of at least 60% in the class.
- The student needs to have completed a minimum of 60% of the work product of the course, or what is deemed satisfactory by the teacher.

The student must have parental approval and submit the request to the School Counselor, not to the School Administrator directly, who will review the student's overall progress prior to forwarding it to the School Administrator.

Standardized Testing

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

English Language Proficiency Assessments for California (ELPAC):

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

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

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

California Science Test (CAST)::

Grades 5, 8 and 10: 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.

Smarter Balanced Assessment Consortium (SBAC):

Grades 3-8 and 11: 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.

Physical Fitness Testing (PFT):

Grades 5, 7, 9: 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. Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offers a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents/guardians.

Scholastic Aptitude Test (SAT)/ACT (American College Testing)

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) and the American College Testing Program (ACT) are standardized tests for college admissions. Most colleges in America accept the SAT or Subject Tests as a part of their admissions process. The ACT test assesses high school students’ general educational development and their ability to complete college-level work. Students register for and attend these tests independently of CalPac.

Preliminary SAT® (PSAT)/National Merit Scholarship Qualifying Test (NMSQT):

The PSAT/NMSQT is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT is a standardized test that provides

first-hand practice for the SAT Reasoning Test™. The test is also the qualifier for the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Administrators and teachers are cognizant of testing schedules, so they can assist students by providing appropriate information. Students register for and attend these tests independently of CalPac.

Assessment Schedule

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

California Science Test (CAST) and Smarter Balanced Assessment Consortium (SBAC): There is a 25-day window for each school, program, and track. The window may be comprised of the 12 days before and 12 days after the day on which 85% of the instructional year is completed. All regular and make-up testing must be completed within the 25-day window.

English Language Proficiency Assessments for California (ELPAC): Annually July 1-October 31 and upon admission for English-Language Learners (ELL) students initially enrolled throughout the year.

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

Contact Information and Communication Policy

Email Accounts

A valid, working email account and phone number are required for all students and parents/guardians. If a student's or parents/guardian's email address, mailing address, instant message (IM) 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:

- CalPac students are expected to contact their teachers on a weekly basis through email or phone.
- CalPac students/parents are expected to meet with their teacher each reporting period (every 20 school days).
- All students must use their school provided email address.

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. Department chairs and teachers will post their individual office hours on their course announcement pages and in their email signatures.

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

Students who submit large quantities of assignments to a single instructor in a given day should not expect feedback within seventy-two (72) hours for more than one week's worth of work.

Assignments will be returned in the order that they are scheduled for completion, not necessarily in the order that they were submitted.

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

School Issued Technology

Student Computers

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

This Chromebook provides the secure browser for state and local testing, and other school needed applications. Since the secure browser features are a required component, a student/guardian can not refuse the Chromebook and is responsible for the Chromebook's care, including retaining all cords, power supply, and packaging box/materials, until returned to the school at the end of enrollment. If a student chooses to use a personal device to complete general school work, they are still responsible for safely storing the school provided Chromebook so that it is ready for use for any required state or local testing, or other uses requiring a secure browser. Any loss or damage to the Chromebook is subject to replacement fees. Please refer to the complete [Technology Use Agreement](#) for all expectations on appropriate use of school provided devices, including the care and handling of the Chromebook.

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

misuse will enact disciplinary consequences as outlined in the Acceptable Use Policy and under Cyber Bullying expectations in this handbook.

Technical Assistance

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

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

Extra-Curricular Activities and Organizations

Clubs

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

Field Trips

CalPac offers field trip opportunities to currently enrolled students and their families. They are not required, and CalPac does not provide transportation to and from these events. California Education Code Section 35330(d) provides that all persons participating in an excursion shall be deemed to have waived all claims against CalPac for injury, illness or death occurring during or by reason of an excursion.

School Site Council

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



California Pacific Charter Schools

Student Handbook Acknowledgement Form

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

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

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

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

PARENT/GUARDIAN NAME (Please Print)

STUDENT NAME (Please Print)

SIGNATURE

SIGNATURE

DATE

DATE