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## ADEQUATE PROGRESS POLICY

**California Pacific Charter Schools (CPCS) is committed to student success. Our program strives to support students in completion of course work for the purpose of making adequate academic progress toward one year's worth of academic growth or earning a high school diploma within the established 4 year graduation cohort. In order to support students toward this goal, and in accordance with independent study law and the Charter School's independent study policy, CPCS enlists and maintains the following adequate progress policy.**

### ADEQUATE PROGRESS OVERVIEW

Each student will be evaluated for adequate progress by the student's homeroom teacher, according to the appropriate criteria, each learning period. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:

- a. In the event that 10 graded assignments are missed in a learning period (approximately 20 school days).
- b. In the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy and procedure which considers ALL of the following indicators:
  - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
  - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - iii. Learning required concepts, as determined by the supervising teacher.
  - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Students found to not be making adequate academic progress toward completion of courses will receive a status of inadequate progress. Students who do not make adequate progress for (4) Learning Periods will be placed on Academic Probation. An evaluation will be triggered for students who continue to not make adequate progress while on status of academic probation.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to

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remain enrolled in the independent study program, the Charter School will follow procedures outlined in the attendance and involuntary removal policy.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with their district and county of residence's contact information.

**LEARNING PERIOD EVALUATIONS**

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

**COMMUNICATION AND NOTIFICATIONS**

Students not making adequate academic progress will be notified by email from the school coordinator, by mail through the school office and will receive a phone call from the homeroom teacher.

**INADEQUATE PROGRESS CONTRACT**

Students achieving status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

**REQUIRED CONFERENCES/MEETINGS**

Students placed on inadequate progress contracts will be required to attend a meeting with the home room teacher within 2 weeks of the contract date. Failure of the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

**MTSS/PBIS**

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic support and interventions.

**ACADEMIC PROBATION**

Students who maintain a status of inadequate progress through the duration of one semester will be placed on academic probation for the following semester.

**INVOLUNTARY STUDENT REMOVAL/ WITHDRAW**

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress by the end of the semester in which they are on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite efforts made by the

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school to support the student's academic success, the student may be **\*\*involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

***\*\*AB 1360 (The Charter shall) "Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses."***

**APPEAL HEARING**

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil's removal.

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
  - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved [charter document reference].
  - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

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5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

**ADEQUATE PROGRESS – STUDENT EXPECTATIONS**

All students are expected to meet the following requirements during each Learning Period:

**Traditional and Independent Home Study Programs:** Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards mastering grade level content or towards earning a high school diploma each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

**Credit Recovery and Foundations Programs:** Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

**Students aged 19 years through 22 years:** In order to count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the following conditions established within Ed Code:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to

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credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

## INADEQUATE PROGRESS PROCESS AND TIERED ENGAGEMENT STRATEGIES

### Learning Period 1:

Students with inadequate academic progress status at the end of the first learning period will receive an email notification from the school coordinator, a letter from the school office and a phone call from the homeroom teacher notifying the adult student or student and parent/guardian of the inadequate progress status.

Reaching status of inadequate academic progress for the first learning period will serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

### Learning Period 2:

Students not meeting the guidelines for adequate academic progress by the end of a second learning period will be notified and will be required to attend a student/parent conference with the student's homeroom teacher. Conferences should be scheduled with the homeroom teacher within 2 weeks time from the end of the second learning period. The purpose of the student/parent/teacher meeting is to review the student's academic progress and the school's policy on adequate academic progress.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions\* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. Students will receive a mid-semester progress report before the end of the third learning period.

\*Examples of interventions may include more frequent progress monitoring, discussion of student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

*\*An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).*

### Learning Period 3:

At the end of the third learning period, if the student is still designated as having status of inadequate progress, the student and parent will receive a notification along with a warning that the student is in danger of being placed on academic probation. The student will have the fourth learning period to show that adequate academic progress can be achieved with supports and

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interventions.

**Learning Period 4:**

If, at the end of a fourth learning period, the student has not made adequate academic progress, the student will be placed on academic probation for the following semester. Frequent progress monitoring and communication with the student and parents will continue throughout the second semester. MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, administrators or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs. Students who are not able to show adequate academic progress in two (2) semesters time may be subject to \*\* removal from the program citing that it is not in the best interest of the student to remain in the independent study program.

**Subsequent Semester of Academic Probation**

Students who have maintained a status of inadequate progress, for the duration of one semester, will be placed on academic probation for the subsequent semester. The student's educational team will continue to engage the student in best educational practices and interventions to work toward achieving academic progress each learning period.

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress in the semester in which they are on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Charter School will follow procedures outlined in the attendance and involuntary removal policy.