



CALPAC

## Student/Parent Handbook

Revised May 2020

CalPac

4101 Birch St., Ste 150, Newport Beach, CA 92660

[www.cal-pacs.org](http://www.cal-pacs.org)

Dear Families,

Welcome to CalPac Charter School! 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 has more flexible pacing and scheduling, 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.

We hope this will be a rewarding and memorable year for your family.

Sincerely,

The CalPac Leadership Team

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## **General Information**

### **Collaborative Family of Schools**

CalPac is part of the Collaborative Family of Schools (CCFS). CCFSs partner and work together in order to provide and afford our students with diverse options and opportunities.

CCFS schools where CalPac students are enrolled are as follows:

- Community Collaborative Charter - authorized by Acton-Agua Dulce
- California Pacific Charter - San Diego - authorized by Warner Unified School District
- California Pacific Charter - Sonoma - authorized by Guerneville School District

### **Community 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 serve 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 maintain sustainability through academic, fiscal, and legal accountability. We will meet the criteria necessary to achieve renewal, ensure audit compliance annually, and continue 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 educator and the student. We will utilize staff strengths, professional development opportunities, and community resources to support our students in their journey to become lifelong learners and reach academic excellence.

### **CalPac Mission Statement**

CalPac will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online and home study curriculum, combined with superior individualized support, CalPac will provide an inspirational learning environment with enriched and rigorous academics and high standards to empower students to become self-motivated and competent lifelong learners who will make a positive impact in their communities.

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.

### **Student Learning Outcomes (SLOs)**

SLOs stands for Student Learning Outcomes. They are statements about what all CalPac students should know, understand, and be able to do by the time they graduate. Our SLOs are as follows:

To meet the demands of the 21<sup>st</sup> 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 own 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 effectively communicate and demonstrate knowledge.

### **Community/Global Participants**

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 environment, volunteer).

Students are prepared to meet the demands of college or career; demonstrating various skills in seeking employment and/or college admission.

### **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- Sonoma, is authorized by Guerneville Elementary Unified School District.

Community Collaborative Charter, is authorized by Acton-Agua Dulce School district.

California Pacific Charter - San Diego, is 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 facilitator or education advisor, 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 teacher facilitator or education advisor, the student, and the parent. It outlines the educational responsibilities of the school, the TF, the student and the parent.

**Teacher Facilitator (TF)** - A Teacher Facilitator is a credentialed teacher who works with students in grades TK-8 and their families to support them in reaching their educational goals.

**Instructional Funds (IFs)** - The funds that each student is allotted for his/her educational needs. Materials purchased with IFs are property of CalPac. Instructional fund allocations are prorated based on the date of enrollment.

**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 for that period.

## **WASC Accreditation**

CalPac - Sonoma is currently in the application process to be fully accredited by 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.

## **Parent Advisory 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 Parent Advisory Council (PAC) that plays an important role in molding CalPac to be responsive to student and parent needs, and provide the opportunity for continual improvement. The PAC 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 homeless liaison at support@sageoak.education. 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 in accordance with 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 ideas 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 of 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 material 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 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 incites 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 Education 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 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 of 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 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  
hr@sageoak.education  
(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 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 Community Collaborative Family of Schools no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the program lead/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

hr@sageoak.education  
(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 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 of any student.

“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 device.

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 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](https://www.nimh.nih.gov/health/topics/suicide-prevention-lifeline) –1.800.273.8255 (TALK),
  - The Trevor Lifeline – 1.866.488.7386, [The Trevor Project](https://www.thetrevorproject.org/)
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 are in compliance with state and federal law, and our outlined in the individual charter petitions for each school.

Students will be considered for admission without regard to ethnicity, national origin, gender, and 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 Education Code Section 220 (or association with an individual who has any of those characteristics).

### **Student Enrollment**

An enrollment application must be completely filled out 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 a complete application. 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 indicating the parent is waiving vaccinations – 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
- Transcripts – High school students only
- Caregiver Authorization Affidavit - Only if person enrolling student is not the parent or legal guardian

A student and parent/guardian who submit 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 they have met with their TF and the student, student's parent, legal guardian or caregiver (if the student is less than 18 years of age) 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, and Solano. 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 at an enrollment meeting with your assigned TF. These documents include the Master Agreement , the Acknowledgment of Responsibilities, and other school policy forms. The TF will provide and explain the contents of the documents being signed.

## **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 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](#)

## **Special Education Students**

CalPac will collect information about a student’s special education eligibility or services. The parents/guardians of a child should submit to the Special Education Department a complete copy of his/her most recent IEP documents (Individualized Education Program), or any related special education documentation, if your child was receiving special education services in the past. In addition, CalPac will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child.

## **504 Plans**

CalPac will collect information about a student’s eligibility or services. The parents/guardians of a child should submit to the Counseling Department a complete copy of his/her most recent 504 Plan, or any related documentation, if your child was

receiving services or accommodations in the past. In addition, CalPac will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing related services to your child.

#### [504 FAQs](#)

### **Previous Expulsion**

Previous Expulsion –Students who wish to apply that have been previously expelled from another school must submit a copy of any expulsion reports from that school and any related documentation with your 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 Community Collaborative Charter School’s governing board). This decision will follow a meeting with the 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 CalPac within the Warner Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

For students who seek admission at CalPac within the Keppel Union 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 CalPac within the Helendale 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 students who seek admission at CalPac apply when the charter school is at capacity, the application will be held until one of the three primary enrollment periods in July, September and November. If the number of applicants exceed the number of slots available in a particular enrollment period, a public random drawing will be held to determine which applicants are admitted and which are placed on ordered, numbered waiting lists.

### **Dual 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 this 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 a dual enrollment situation as outlined in 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 Dual 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 Department of Education (CDE) as private schools that charge tuition and teach core classes.

### **TK and Kindergarten Pre-School Dual Enrollment**

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 Transitional Kindergarten 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 Transitional Kindergarten 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 Transitional Kindergarten or Kindergarten at CalPac while their student is actively enrolled in either Transitional Kindergarten or Kindergarten.

### **Master Agreement**

Each student enrolled in CalPac must have a signed Master Agreement on file for each year of enrollment. Master Agreements need to be signed by the student, and the student’s parent, legal guardian or caregiver (if the student is less than 18 years of age) and the TF prior to initial enrollment or the start of each school year.

### **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 TF/EA will use the Learning Log, the Assignment and Work

Record, 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. Periodically, the parent/student need to log into the student information system through the parent portal and verify that learning took place during the specific calendar days. The student/parent will click to verify that the student learned that day. If the parent/student prefers, they may bring a hard copy signed log to their TF for the TF to input on behalf of the student.

At the learning period meeting or prior to the meeting, the TF and parent, will sign the Learning Log electronically to verify that learning did take place.

### **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 TF will complete the Assignment and Work Record as part of their required documentation.

### **Learning Period Meeting -Assessment of Student Work**

During the learning period meeting (LPM), one of the responsibilities of the TF is to verify and claim attendance for the *previous* learning period.

Attendance for a learning period can only be claimed after a learning period has ended. For example, the TF/EA will meet with a family during learning period two (2), however this meeting is to verify and claim attendance for learning period one (1). After reviewing the Learning Log and verifying the work and/or standards completed by the student using the Assignment and Work Record, the TF/EA will complete an attendance sheet by signing and submitting the sheet electronically.

### **Planning of Student Learning**

During the Learning Period Meeting, another responsibility of the TF/EA is to work with the parent to plan the next Learning Period. The TF 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.

## **Calendar**

At the end of each Learning Period (LP), you will meet with your assigned teacher to review the learning that took place and to help plan out the next LP. Please find our [19-20 calendar](#) here

## **Virtual Meetings**

CalPac believes that it is in the best interest of the student, parent, and teacher to conduct all Learning Period Meetings in person with students in grades TK-8. However, CalPac Teacher Facilitators may meet with their students virtually as long as there are not two consecutive virtual meetings. Virtual learning period meetings allow teachers and students to meet to set student assignments, and review student work when in-person meetings are not able to take place and must be requested by the parent. In deciding if a virtual meeting should take place in lieu of an in-person meeting, the TF will take into consideration 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. The TF should also look at if the previous meeting was virtual. Although up to four meetings may be held virtually, Teachers are still responsible for delivering curriculum and materials in person in a timely fashion. Virtual meetings must be mutually agreed upon.

### **General Guidelines:**

- Virtual meetings allow teachers and students to meet when in-person meetings are not able to take place, and must be parent requested.
- Cannot have two consecutive virtual meetings
- 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 virtual meeting with advanced notice when possible, however emergency virtual meetings can also be scheduled (i.e. sick kid or car trouble)
- Virtual meeting dates and times must be mutually agreed upon

- Virtual meetings should be scheduled according to LPM policy of one hour per student
- The student and parent/guardian listed on the master agreement must be present during the entire virtual meeting

## Homeschool Attendance, Student Support, and Involuntary Withdrawal Policy

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 parent and student attend required school meetings (including but not limited to learning period meetings and special education services)
- the parent and student abide by all school/Governing Board policies
- the student completes required school assessments

### **Outline of Responsibilities that May Result in Involuntary Withdrawal**

#### 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.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Ed. Code, § 48200 *et seq.*) A student’s failure to complete assignments on-time may subject the student to discipline, removal from the program, and/or being classified as truant and reported to the proper authorities. Please review the more detailed attendance policy for more information.

#### Governing Board Policies

In addition to attendance, the parent and student must abide by all board approved policies. These policies include, but are not limited to:

- [The Academic Integrity Policy](#)
- [The Civility Policy](#)
- [The Acceptable Use Policy](#)

#### Additional Parent/Student Responsibilities

The parent/guardian is also responsible that/to:

- The student completes all mandated school assessments
- Providing any necessary documentation and information to school in order to record attendance in accordance with applicable law
- The school receives all required documentation for continued enrollment, such as proof of residency
- Respond to the school’s communication and if unable to be reached within the first 10 school days, the student will be involuntarily withdrawn.

### **Outline of School Support and Process that May Lead to Student Involuntary Withdrawal**

#### First Progress Improvement Notification

If a parent or student fails to meet the responsibilities outlined above, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing

Board policies. The letter will include the reason for the notification so the parent and student are aware that they are not fulfilling their independent study responsibilities.

If the reason for the notification is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record, a follow-up learning period meeting must occur within ten school days. This meeting will take place to ensure the student is back on-track.

If the reason for the notification is that the parent or student did not attend a learning period meeting, a follow-up learning period meeting must occur within five school days.

#### Second Notification - Meeting with School's Educational Team

If a parent or student fails to meet the responsibilities outlined above for a second time within the same school year, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the notification so the parent and student are aware that they are not fulfilling their responsibilities with the school.

If the reason for the second notification is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record, a student support meeting will be scheduled with the school's educational team within five days. The school's educational team will include the student, parent, teacher, and school designee. The purpose of the meeting will be to develop a plan to support the student's success. An additional follow-up learning period meeting must occur within ten school days of the student support meeting. This meeting will take place to ensure the student has begun making adequate progress.

If the parent/student do not attend the scheduled student support meeting, the meeting will be held with the teacher and school designee, and the student will receive the third notification from the school.

If the reason for the notification is that the parent or student missed a learning period meeting, a follow-up meeting must occur within five school days.

### Third Notification

If a parent or student fails to meet the responsibilities mentioned above for a third time within the same school year, an evaluation will be conducted to determine whether it is in the best interests of the pupil to remain in independent study. If the evaluation finds that it is not in the best interest of the student to remain in independent study, the student may be involuntarily withdrawn and the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies and has been involuntarily withdrawn from the school. This letter will be sent by registered mail and the student's district of residence will be notified. A written record of the findings of any evaluation made as a result of missed assignments shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

### Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP or 504 plan the teacher will contact the Special Education Department 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.

## Suspension and Expulsion Policy and Procedure

CalPac will follow the applicable suspension and expulsion policy and procedure as set forth in the terms of the charter.

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

## Education Support and Oversight

### **Teacher Facilitator (TF)**

Upon enrollment a TF/EA is assigned to each family. A TF is a credentialed teacher servicing students in grades TK-8 and an EA is a credentialed teacher servicing students in grades 9-12. CalPac TF/EAs are here to support students and families to develop and implement their personalized education plan. CalPac TF/EAs possess California multiple subject credentials and in some

cases also have single-subjects credentials in specific subject content areas. TF/EAs are highly qualified in accordance with the federal NCLB/ESEA laws.

### **Initial Meeting**

At the initial meeting your TF will discuss your teaching philosophy, your child's learning style and your goals for your child. Your TF 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 TF 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. Also, your TF will explain the school requirements with regard to learning period requirements, state and local assessments, portfolios and school resources.

### **Learning Period Meetings with your TF**

The family will meet the TF once per learning period at a mutually agreed upon location. Possible locations are a local library, bookstore, coffee shop or park. The monthly meeting is important. At the meeting, monthly learning documentation must be provided, important information communicated, work samples are collected and an assessment of student progress must be made. This is also a time to plan your future learning period with your TF/EA. 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 TF/EA for options.

### **Communicating with your TF**

Communication from the TF/EA to the family will occur at the monthly meetings, through telephone calls, emails, and/or through the mail. Because much information is time-sensitive, you will want to let your TF/EA know what method of communication works best for you between meetings. Your TF/EA will also communicate his/her preferred communication and best days/times to reach him/her.

### **Concerns about your TF**

If a parent has concerns regarding their TF that he/she is unable to resolve directly with the TF, he/she may contact our administrative assistant Alexis Morfin ([amorfin@cal-pacs.org](mailto:amorfin@cal-pacs.org)) to setup a meeting with a member of our administrative team. We will assist the TF and parent in working towards a positive working relationship.

## **Report Cards**

### **Grades**

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.

For more details, see: Report Card Grading and Protocol

### **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. It is the parent's responsibility at each learning period meeting to provide the TF/EA with samples from each growth area for students in grades K-8 and/or for each high school course. Work samples are required, however, the TF/EA can digitally collect these samples at the learning period meeting and will not need to collect and keep paper copies.

## **Curriculum and Education Resources**

CalPac offers a variety of curriculum options and an extensive vendor list to assist students in reaching their educational goals. The TF 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 CalPac Website under Resources and Programs>K-8.

## **Choosing Curriculum**

Your TF 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 TF 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. Please be aware that the TF 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 TF 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. When a parent wants to order curriculum/resources, he/she will fill out the Materials Request List or Services Request List form or provide the information on these forms in an email and will submit it to their TF. The TF will email the parent to acknowledge receipt of the request within 24 school hours and will respond to the request within three school days to communicate one of

the following: the order was placed, to request additional information, or to deny the order. This time frame allows the TF to research the requests to ensure they are within the guidelines of the state and school.

### **Addressing the California Standards**

Enrollment in CalPac is dependent upon the student demonstrating adequate and appropriate monthly progress toward the standards. The TF/EA 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 TF will provide parents with the state standards for the core subjects at each child's grade level, at the first meeting of each year.

### **English Language Learner**

If a student has an English Language Learner (ELL) designation, that student will participate in language acquisition programs, unless waived by a parent/guardian, to meet the students' needs in accordance with applicable law. This curriculum is provided by the school and monitored by the TF. If a student is re-designated and is no longer considered an English Language Learner, then this requirement would no longer apply.

## **Instructional Funds, Materials, and Vendors**

### **Instructional Funds Information and Guidelines**

- Each California state student generates funds by his/her average daily attendance (ADA). The funds are budgeted for use as outlined in the school's Local Accountability Plan (LCAP). Guidelines are as follows.
- CalPac may not provide any funds or other things of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.

- CalPac may only receive funding for the provision of independent study to pupils who are residents of the counties the school serves
- The Instructional Funds 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/admissions for siblings or parents or anyone else not enrolled in CalPac, or for materials not applicable to the enrolled student's educational plan.
- The Instructional Funds may be used on educational materials or services that are approved by the TF/EA.
- These funds can NOT be used for items designated in the Policy for Criteria of Materials (stated below) or activities/product/instructors disallowed in the Conflict of Interest Policy. They also cannot be spent on any item or activity that requires payment for transportation. CalPac does not pay for transportation, as we receive no transportation funding. For our students, all learning occurs at home, and anything the parent/student chooses to do outside of their home needs to be within the realm of what transportation they can and want to arrange/provide.
- The amount of funding is based on the ADA calendar the state uses to appropriate school funds. The IF amount is prorated and differs depending on the student's enrollment date.
- Students who are enrolled on the first day of the school year, will have the maximum amount of appropriated funds when planning their educational program. Students who enroll later in the year will have less than the maximum amount of appropriated funds..
- The maximum IF appropriation for each student is \$2,700 for grades TK-8, and \$3,200 for grades 9–12, for those students who are enrolled for the entire 175 school days. The instructional funds are placed into the IF account in two disbursements during the school year. No school funding is provided directly to parents or students for any purpose.

### **Management of Instructional Funds**

The parent and the TF will work in cooperation to evaluate the most effective use of funds to produce the best possible outcomes in terms of student learning. It is the TF responsibility to assist each family in managing their instructional funds account within the guidelines set forth. Please be mindful that while these funds are allotted to each student/family, the funds remain part of the CalPac's budget and the items purchased with these funds remain CalPac's property. It is the TF responsibility to make sure that each family does not spend in excess of their allotted instructional funds. Parents can obtain information on their instructional funds balance at any time by contacting their TF. Parents have the right and are encouraged

to determine the allocation of these funds, however, the ultimate responsibility for ethical and professional distribution of these funds is the TF. This responsibility is not shared and the TF is responsible to ensure that all core curriculum has been purchased prior to placing purchase orders for extra curricular activities. The administration will mediate any disagreements between parents and TF regarding IF purchases.

### **Criteria for Materials That Can Be Purchased with Instructional Funds**

CalPac receives funding from the state to support student learning and progress toward the standards. Therefore, instructional funds (IFs) need to be spent on educational items that meet the criteria below.

#### **General Criteria:**

- Educational curriculum ordered is appropriate for the student's courses and learning plan.
- Materials must be used to meet state and school standards for the student for whom the materials are being purchased.
- All materials must be non-sectarian and non-denominational.
- As a general rule, basic, economical items/models must be selected. If the student requires a higher-priced, less than basic item/model, a statement from the TF/EA justifying the purchase may be required.
- School & office supplies adequate for learning basic course skills (paper, pencils, etc).
- Materials for a documented educational project: fabric, wool, yarn enough for one project (exception: no food purchases allowed.)
- TF/EAs are responsible for monitoring the quantities of items purchased.
- Materials must not expose the TF/EA or student to danger or serious injury.
- Tracking forms & educational plans are required for certain items.
- School sponsored field trips

#### **Disallowed Items:**

- Furniture, storage, organizational items (large or small items), picture frames, and other non-educational household items
- Excessive quantities of anything

- Computer parts or equipment for non school-owned computers
- Costumes, uniforms, clothes, makeup or jewelry
- Toys or items with no educational, standards-based value
- Personal hygiene items
- Personal PE items such as skis, bicycles, tricycles, scooter boards or items that are worn by a student (gloves, mitts) would be considered personal
- Anything that is ordered in a size or weight for a student (bats, rackets, helmets, bikes, golf clubs, etc.)
- Musical instrument rentals or exchanges
- Some Home and Office Equipment: no faxes, copiers, phones, dictation equipment, TVs
- Power tools
- Kitchen Equipment: popcorn poppers, trays, plates, silverware and other basic kitchen supplies
- Yard Equipment: grass watering kits, garden ponds, swimming pools
- Anything that could expose the TF/EA or student to injury such as knives, poison, darts, bow and arrows, weapons, welding equipment, etc
- Live animals, such as insects.
- Sectarian materials (see below for detailed instructions)

If a TF/EA-inadvertently orders materials from this list, the TF/EA will collect the materials and return them to school administration.

### **Additional Guidelines for Specific Items**

When ordering Legos, gardening items or toner, these guidelines must be followed.

### **Sectarian Materials**

School materials cannot have sectarian/religious content. The TF will ensure sectarian/religious materials are not ordered with school funds.

## Technology Options

At CalPac we value of technology as a powerful educational tool. Therefore, we offer our students a variety of technology options for purchase with IFs. Please be aware that, like all school materials, computers ordered with IFs are property of the school and must be returned when a student's enrollment in the school ends. Environmental waste fees and warranties for school owned computers must be purchased with IFs.

All families must have the CalPac Acceptable Use Policy on file with their TF to ensure internet safety for students and that internet and computer policies and procedures are followed.

\*Please note that computers don't come with Word or Office unless otherwise indicated in the description.

Our technology options will be updated regularly and may be found on our website.

GovConnection Ordering Process for Parents

Apple Technology Options

### **Computer Repair and Refresh Process**

*School owned* computers can be repaired or refreshed with school funding.

A computer under warranty must be repaired by the company listed on the warranty paperwork. If a computer is out of warranty, the computer may be repaired by an approved vendor with IFs.

A computer must be refreshed by an approved school computer vendor before it can be placed with a new family. All personal information and any software programs that the school does not own must be removed from the computer. The cost of the refresh is paid for with IFs by the family who is receiving the computer. If upon refresh it is discovered that the computer needs additional repair, the receiving family may choose whether or not to repair the computer.. Either way, the receiving family will still be responsible to use their IFs to cover the cost of the refresh.

## Services/Educational Activities

A Service/Educational Activity is an educational activity paid for with IFs through a service vendor. Approved activities include but are not limited to: class fees, material costs (if approved as a materials vendor), enrichment activities, community involvement activities, core subject assistance, and other educational services fees from our current approved vendor list.

**\*\*Please note that all service orders must be placed one week prior the start of class to allow time for processing.\*\***

## Educational Activity Policy

If instructional funding is to be used for an educational activity, all school policies and procedures must be followed.

Prior to a student enrolling in an educational activity non-core elective with instructional funds, core curriculum must be in place and the TF/EA must confirm that the student is making adequate progress to the standards.

- The educational activity must be approved by the TF/EA, the purchase order (PO) must be submitted and received by the vendor prior to the event/activity. POs should be submitted two weeks prior to the event/activity to allow time to process.
- CalPac will not, under any circumstances, reimburse parents or TF/EAs for a student's participation in any activity.
- Any contracted vendor will not, under any circumstances, reimburse parents or TF/EAs for a student's participation in any activity.
- No sectarian or denominational instruction may be given in any course/activity paid for by the school.
- The vendor must be approved before the school will pay for an activity
- School funding may only be used for students currently enrolled in the school, during the school year.
- The school does not typically pay for season passes, memberships, and recital fees.
  - Memberships can be requested through your TF/EA, but they must get approval before placing a PO.
- CalPac cannot pay for uniforms, belts, costumes, makeup, and/or ticket costs.
- Unless otherwise required by applicable law, instructional funding cannot be used for the following: gas or mileage, transportation fees, meals, or parking, etc.

## **Field Trips**

Field Trips are group activities that are organized and overseen by the Education Services Coordinator and school representatives. Field trips are a great way for students and parents to join other students while pursuing their individual learning plans.

Field Trips are school activities for which a parent can decide if their students and family would like to attend. Students' participation in a trip is paid through their instructional funds, and parents and siblings will pay for out of pocket separate from the school.

### **Additional Field Trip Information**

#### **Disallowed Educational Activities**

The following activities are examples of disallowed activities that cannot be paid for with school funds since they impose high liability and/or political risk to the school.

- Scuba Diving
- Sky Diving

## **Vendors**

### **Vendor List**

The CalPac vendor list is a list of approved vendors that sell materials or provide services for our students. Not all items that a vendor sells may be purchased with IFs. Please refer to the criteria of materials that can be purchased with IFs for the guidelines on what may/may not be purchased. The TF/EA makes the final decision as to what materials meet the criteria for acceptable purchase.

### **Requesting a New Vendor**

A parent may request a new service or product vendor by submitting a Vendor Approval Request. The educational value of the request will be evaluated by the vendor department and a final determination as to whether or not the a prospective

vendor will be added to the vendor list will be made. Since vendor approval is a personnel matter, no information regarding why a vendor was denied will be shared.

### **Criteria for Educational Vendor Approval**

In order to be an approved vendor with CalPac, vendors must meet the following criteria:

- Vendor must sell non-denominational or non-sectarian materials and/or provide non-denominational or non-sectarian instruction
- Vendor must sell educational materials or provide educational activities
- Vendor must complete the school vendor approval process

### **Work Permits**

There are two types of work permits: General Work Permits and Entertainment Industry Work Permits. Work permit paperwork must be completed and submitted to the school.

General Work Permits are required for students ages 14-18 seeking employment at industries such as fast food, restaurant, etc. Students must maintain a 2.0 GPA with no Fs.

Entertainment Industry Work Permits are required for children of all ages who are employed in the entertainment industry.

Please note:

- All work permits take up to three work days to process and are available year round (not applicable during school holidays)
- All forms must be filled out completely and correctly to be processed.
- All work permits are contingent on TF/EA approval.
- Working minors are required to maintain satisfactory school attendance and meet school academic standards. Schools and parents may revoke permission to work **at any time**. CalPac students **must** maintain a 2.0 minimum GPA with no Fs.

## Assessment

The California Assessment of Student Performance and Progress (“CAASPP”) is the state-mandated academic testing program. All charter schools are required to administer the CAASPP, as well as other state-mandated assessments such as the CELDT/ELPAC and PFT. (Ed. Code, § 47605(c)(1).) CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. Following spring of each year, individual student test score reports are sent home to parents. Student score reports will include an overall score and a description of the student’s achievement level for English Language Arts/ Literacy and Mathematics.

In California, parents may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***we do not recommend opting out***. There is no law permitting a parent to opt out of the school’s internal assessments. We do not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school cannot continue to exist without collecting data on students’ performance on a variety of assessments and indicators.

It is important that we collect data on our students’ academic performance because, as mentioned, our school cannot exist without it. When a charter authorizer is evaluating whether to revoke a school’s charter, or to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) It’s therefore important during the revocation and renewal processes for a school to gather as much positive academic achievement data as possible to show that it’s increasing student performance. There are many ways a school can do this, such as evaluating graduation rates, attendance rates, suspension rates, and English learner reclassification rates, among others. But student performance on state-mandated assessments is by far the most common and easiest method. Schools with a high standardized testing opt-out rate don’t have as much data to work with, forcing the school to find other methods to prove their program is increasing student academic achievement such as increasing the number of local assessments. . We recommend that all students participate in state-mandated assessments.

## **Quick Glance ~ Expected Assessments by Grade Level**

### **Local Assessments**

All TK-8th grade students must take the local assessment. Both pre and post tests are given each year and may be given as needed throughout the year.

CalPac uses Edmentum as its local assessment for students in grades 3-8 in math and reading. The test pinpoints student needs down to the sub-skill level. Ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Parent Proctoring Policy

### **Transitional Kindergarten/Kindergarten Assessment (TK/K)**

All transitional kindergarten students take the Transitional Kindergarten/Kindergarten pre/post assessment. Students will be assessed on their letters/sounds, word recognition, number sense and math concepts.

### **CAASPP**

CalPac is required to administer the statewide assessments known as California Assessment of Student Performance and Progress (CAASPP), and students are required to participate in them. These tests occur during the spring each year. They encompass the following assessments: Smarter Balanced tests which include computer adaptive tests (CATs) for ELA and math, performance tasks (PTs) for ELA and math, California Science Test (CAST) for Science and California Alternate Assessment (CAA).

Students in grades 3 through 8 and 11 take the Smarter Balanced assessments, and students in grades 5 and 8 will also take the CAST Science test. In addition, high school CAST participation is required before students graduate. Students' high school science course plans help to determine whether the CAST will be taken in 11th or 12th grade. In the rare instance that a student takes CalPac's local alternate assessment, it will be administered at the same time and location that the student is already scheduled to attend if he/she were taking the CAASPP/CAST test. Students taking the California Alternate Assessment in grades 5, 8, 11 and 12 will also take the CAST Science, unless they have an IEP indicating that they will take the California Alternate Assessment for Science (CAA). Students receive test site assignments for CAASPP administration in December of each year. If a qualifying scheduling conflict occurs, a parent may submit a request for a test site change through the teacher, which must be received for consideration by the assessment department before the state testing window opens in the spring.

Other statewide assessments include English Language Proficiency Assessment for California (ELPAC), Physical Fitness Test (PFT) and the Early Assessment Program (EAP).

### **ELPAC**

Students who indicate that they are "*other than English*," or have listed "*other than English*" family members living in the home on the enrollment application, will be required to take the ELPAC Initial Assessment (IA) within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at CalPac or at a previous school, will be required to annually take the ELPAC Summative Assessment (SA) during the spring testing window.

### **Physical Fitness Test**

The Physical Fitness Test is administered for students in 5th, 7th, and 9th grade. The following exercises are assessed:

- one mile run/walk
- height and weight (documented confidentially)
- curl-up

trunk lift  
push-up  
shoulder stretch

## **EAP**

The Early Assessment Program is an optional assessment for students in grade 11 to determine the student's readiness for college-level English and mathematics. All 11th grade students answer questions in the English/Language Arts and mathematics sections of the Smarter Balanced computer assessments. Students have the option to release their results to the CSU system and/or a participating community college by indicating this within the test. The separate written essay is no longer required due to the rigor of Smarter Balanced assessments.

## **Special Education**

At CalPac, we are committed to serving all students, including those with special needs. Special education and related services are available at no cost. We partner with the Sonoma County Charter SELPA, and for students without identified special needs who are experiencing academic challenges, CalPac implements a multi-tiered approach to supporting students through the SST (Student Success Team) process by providing research-based supports/interventions at various levels based on each student's needs within the general education environment. At any point, if parents/guardians or the school team have concerns regarding a student's academic progress or suspect that a disability is impacting a student's ability to adequately progress within the general education environment, they can contact CalPac at (888) 435-4445.

CalPac provides special education services for students who qualify based on federal and state eligibility guidelines. Our school meets all requirements under the Individuals with Disabilities Education Improvement Act (IDEIA).

## **School Safety Plan**

CalPac recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The CalPac School Safety Plan is written to address the safety of both the students and the staff.

### **Plan Elements**

The CalPac School Safety Plan contains the following elements:

Emergency Preparedness in the following settings:

Learning Period Meetings

Testing sites

Field Trips

Staff meetings

School office

Human Resources Related Topics:

Mandated Reporter

Sexual Harassment

Bloodborne Pathogens

Expectations of Conduct:

Students

Parents/Guardians

Staff

Bullying Policy

Hate Crime Reporting

The complete CalPac School Safety Plan can be found [here](#).

