



**Subject:** Adequate Progress  
**Effective Date:** June 7, 2018  
**Revised Date:** September 30, 2021  
**Approved By:** Board of Directors  
**Policy:** 5007.1

According to the Charter, goals for students and parents include, but shall not be limited to the following:

- Optimum learning by the student will be achieved by encouraging parent involvement and support.
- Students will be active participants in their personalized learning plan with the support of school staff.
- Students will perform and achieve as well as or better than students in traditional California public schools.
- Students will be intrinsically motivated.
- Students will achieve competency in basic academic skills.

The Governing Board is interested in ensuring that each and every student of the Charter School achieves academic success and graduates on time. Therefore, students enrolled in the school are required to make adequate progress towards graduation each and every week. Failure to do so will result in disciplinary action as governed by the Adequate Progress Process. If the student continues to underperform, the student will be placed on an academic contract. Failure to meet the terms of this academic contract may result in being dismissed from the school.

Adequate progress as defined by Education Code Section 51747(b) is as follows:

- 1) Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
  - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,

- The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
- The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
- The English learner reclassification rate,
- The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
- The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).

2) Pupil engagement, as measured by all of the following, as applicable:

- School attendance rates,
- Chronic absenteeism rates,
- Middle school dropout rates,
- High school dropout rates, and
- High school graduation rates.

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

4) Learning requirement concepts, as determined by the supervising teacher.

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