



Pacific Coast Academy

Special Board Meeting

Date and Time

Wednesday September 14, 2022 at 5:00 PM PDT

Location

Meeting Via Teleconference

Zoom Link

<https://pacificcoastacademy-org.zoom.us/j/89321242251>

Meeting ID:

893 2124 2251

Join By Phone
(669) 900-6833

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Approval of Agenda	Vote	Benjamin Fung	1 m
D. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361	Vote	Benjamin Fung	1 m
E. Public Comments		Benjamin Fung	
II. Finance			5:04 PM

	Purpose	Presenter	Time
A. 2021-2022 Unaudited Actuals Report	Vote	Jason Sitomer	5 m
B. 2021-2022 EPA Spending Actuals	Vote	Jason Sitomer	5 m
C. Resolution to Close Learning Latitudes Fund	Vote	Shari Erlendson	5 m
III. Academic Achievement			5:19 PM
A. Local Dashboard Indicators	Vote	Rupi Boyd	10 m
IV. Consent Agenda			5:29 PM
A. Approve Minutes	Approve Minutes		
Approve minutes for Regular Scheduled Board Meeting on August 21, 2022			
B. Invoices over \$100,000			
C. 2022 Spring Consolidated Applications			5 m
D. EL Master Plan			
E. Compensation Policy and Stipend Chart			
V. Closing Items			5:34 PM
A. Announcement of Next Scheduled Meeting October 20 at 5:00pm	FYI	Benjamin Fung	1 m
B. Adjourn Meeting	Vote	Benjamin Fung	

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at

least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

Section: I. Opening Items

Item: D. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

Purpose: Vote

Submitted by:

Related Material:

PCA Resolution 2022-20 for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361_Redlined 8.30.2022.pdf



Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064

**Resolution of Pacific Coast Academy Board of Directors
2022-20**

**RESOLUTION REGARDING CONTINUING SCHOOL BOARD AUTHORITY TO HOLD
VIRTUAL MEETINGS PURSUANT TO AB 361**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of

emergency. (B) Any of the following circumstances exist:

- (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
- (ii) State or local officials continue to impose or recommend measures to promote social distancing.

THEREFORE, BE IT RESOLVED that the Board of Directors of Pacific Coast Academy finds that the Governor's March 4, 2020, declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the Board of Directors of Pacific Coast Academy finds that due to the state of emergency meeting in person would present imminent risks to the health or safety of some attendees and/or the state of emergency continues to directly impact the ability of some members to meet safely in person due to the prevalence of the various variants of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of contagious individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of board members, staff, and the public. Some members of the Board of Directors may decide to attend in-person and some may decide to attend remotely given the risks to their health and/or safety due to COVID-19. The Board of Directors intends to continue to provide the public and members of the Board of Directors to participate remotely or in-person in their own discretion due to these risks.

SECRETARY'S CERTIFICATE

I, Jessica Ackerman, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on September 14, 2022 at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of
Pacific Coast Academy

Coversheet

2021-2022 Unaudited Actuals Report

Section: II. Finance
Item: A. 2021-2022 Unaudited Actuals Report
Purpose: Vote
Submitted by:
Related Material: FY22-PCA-UAR Financial Package.pdf

BACKGROUND:

The Unaudited Actual Report is the information that is submitted to the authorizer and CDE. It is a representation of the FY21-22 unaudited actuals. For the period July 1, 2021 to June 30, 2022, the submission of charter school financial data to the California Department of Education (CDE) is required by [Education Code Section 1628](#) and by [Education Code Section 42100](#) (as amended by Assembly Bill 1994). Charter schools must submit the completed forms to their authorizing agencies. The authorizing agencies will submit the forms to their county offices of education, who will submit the forms to the CDE. After approval the numbers will be submitted to the auditors for the annual audit.



Pacific Coast Academy

Unaudited Actuals Report – FY21-22

Highlights

Highlights

- Revenue closed at \$54M, +\$2.3M
- Expenses totaled \$50M, +\$305K
- Year-end surplus was \$4.4M, +\$2.0M
- No outstanding factoring or borrowing was needed
- P2 ADA was 4,390

Compliance and Reporting

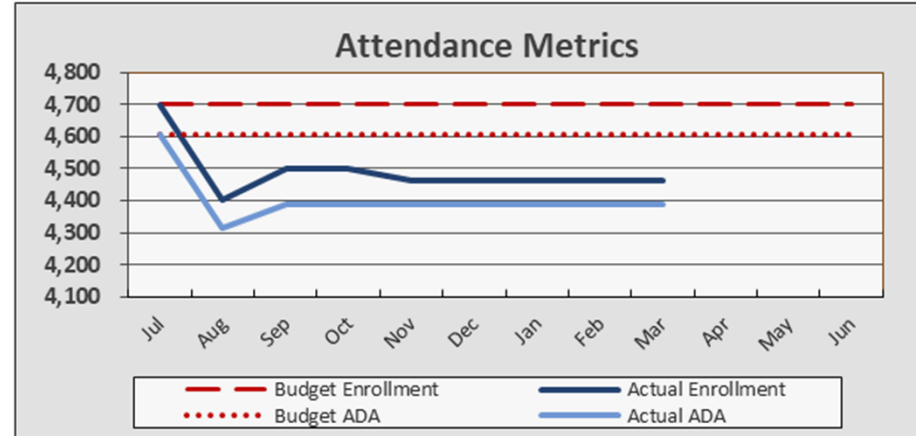
- 25:1 PTR was well above the requirement minimum
- 80% Instructional spending in compliance

Pupil:Teacher Ratio	
21.21	:1

Cert.	Instr.
52.8%	80.4%
6,924,227	200,670

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Enrollment	4489	4500	4700
ADA	4390	4390	4606
Attendance Rate	97.8%	98.0%	98.0%
Unduplicated %	38.8%	38.8%	39.9%
Revenue per ADA		\$12,318	\$10,715
Expenses per ADA		\$11,325	\$10,561



- P2 ADA = 4,390

Revenue

- Revenue increased by \$2.3M, driven by recognition of STRS on Behalf as revenue (+\$1.9M)

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 41,797,710	\$ 44,131,513	\$ (2,333,803)
5,435,054	1,168,211	4,266,844
6,833,267	4,053,198	2,780,069
13,806	-	13,806
<u>\$ 54,079,838</u>	<u>\$ 49,352,921</u>	<u>\$ 4,726,917</u>

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 41,797,710	\$ 44,131,513	\$ (2,333,803)
5,435,054	1,168,211	4,266,844
6,833,267	4,053,198	2,780,069
13,806	-	13,806
\$ 54,079,838	\$ 49,352,921	\$ 4,726,917

Expenses

- Expenses increased \$305K, due mainly to:
 - STRS on Behalf recognition required by auditor (+\$1.9M)
 - Salaries decrease due to timing of Summer Holdback (-\$845K)
 - Oversight fee reduction (-\$260K)

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 19,890,244	\$ 18,541,524	\$ (1,348,720)	\$ 19,890,244	\$ 18,541,524	\$ (1,348,720)
Classified Salaries	3,665,675	3,643,065	(22,610)	3,665,675	3,643,065	(22,610)
Benefits	8,507,398	6,984,370	(1,523,028)	8,507,398	6,984,370	(1,523,028)
Books and Supplies	7,198,929	8,657,840	1,458,910	7,198,929	8,657,840	1,458,910
Subagreement Services	7,069,361	7,228,465	159,104	7,069,361	7,228,465	159,104
Operations	486,686	469,400	(17,286)	486,686	469,400	(17,286)
Facilities	380,583	204,400	(176,183)	380,583	204,400	(176,183)
Professional Services	2,481,968	2,542,119	60,151	2,481,968	2,542,119	60,151
Depreciation	982	30,000	29,018	982	30,000	29,018
Interest	36,135	342,638	306,503	36,135	342,638	306,503
Total Expenses	\$ 49,717,963	\$ 48,643,821	\$ (1,074,142)	\$ 49,717,963	\$ 48,643,821	\$ (1,074,142)

Fund Balance

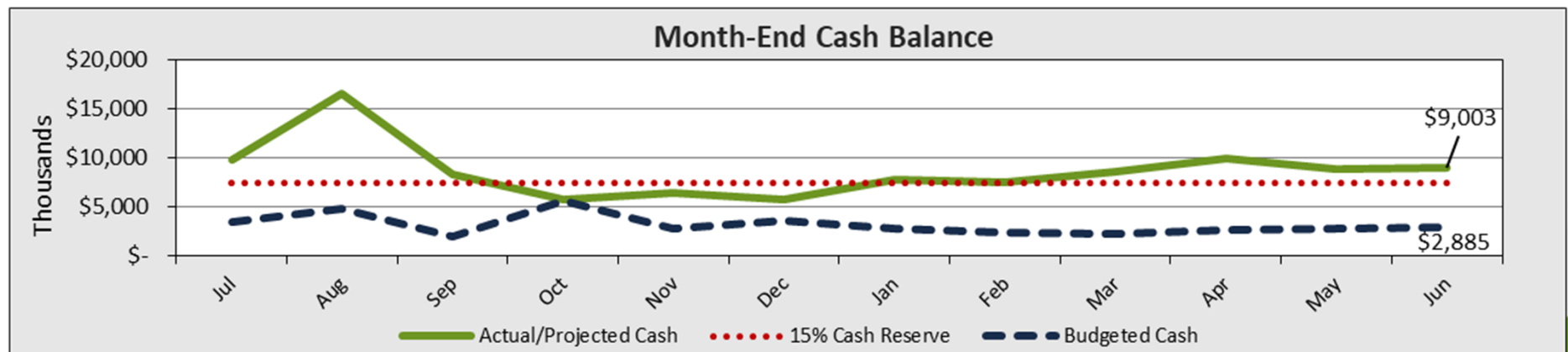
- Full-year surplus increased by \$2.0M to \$4.4M
- Year-end fund balance exceeded State requirements of 3% and Authorizer requirement of 5%.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 4,361,875	\$ 709,100	\$ 3,652,775
Beginning Fund Balance	<u>4,544,833</u>	<u>8,506,897</u>	
Ending Fund Balance	<u>\$ 8,906,708</u>	<u>\$ 9,215,997</u>	
<i>As a % of Annual Expenses</i>	<i>17.9%</i>	<i>18.9%</i>	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 4,361,875	\$ 709,100	\$ 3,652,775
Beginning Fund Balance	<u>4,544,833</u>	<u>8,506,897</u>	
Ending Fund Balance	<u>\$ 8,906,708</u>	<u>\$ 9,215,997</u>	
<i>As a % of Annual Expenses</i>	<i>17.9%</i>	<i>18.9%</i>	

Cash Balance

- 6/30 cash balance: **\$9.0M**
- No factoring or borrowing



Appendices

- Forecast 21-22 / Monthly Cash Flow
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows
- UAR Submission Form

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 08/24/2022

ADA = 4390.25

**Revenues****State Aid - Revenue Limit**

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	1,864,947	1,864,947	3,356,904	3,356,904	3,356,904	3,356,904	3,356,904	3,842,729	3,842,729	3,842,729	3,842,729	3,961,227		39,846,557	42,198,697	(2,352,140)
8012 Education Protection Account	-	-	203,697	-	-	203,697	-	-	248,894	-	-	221,762		878,050	921,200	(43,150)
8019 State Aid - Prior Year	-	-	5,988	-	-	-	-	(1,198)	(1,198)	(1,198)	(1,198)	(1,196)		0	-	0
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	600,728	-	-	472,375		1,073,103	1,011,616	61,487
	1,864,947	1,864,947	3,566,589	3,356,904	3,356,904	3,560,601	3,356,904	3,841,531	4,691,153	3,841,531	3,841,531	4,654,168	-	41,797,710	44,131,513	(2,333,803)

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	595,300		595,300	558,478	36,823
8290 Title I, Part A - Basic Low Income	-	-	-	100,023	-	-	56,804	-	-	-	-	422,065		578,892	506,480	72,412
8291 Title II, Part A - Teacher Quality	-	-	-	26,725	-	-	26,751	-	-	-	-	54,667		108,143	89,297	18,846
8293 Title III - Limited English	-	-	-	1,847	-	-	1,847	-	-	-	445	13,500		17,639	13,956	3,683
8296 Other Federal Revenue	-	-	842,627	-	-	-	58,460	-	3,093,725	-	-	-		3,994,812	-	3,994,812
8299 Prior Year Federal Revenue	3,678	22,608	-	129,784	-	-	-	3,678	(23,159)	-	3,679	-		140,268	-	140,268
	3,678	22,608	842,627	258,379	-	-	143,862	3,678	3,070,566	-	4,124	1,085,532	-	5,435,054	1,168,211	4,266,844

Other State Revenue

8311 State Special Education	140,475	140,475	252,854	252,854	252,854	252,854	252,854	252,863	336,491	294,677	294,677	303,071		3,026,999	2,653,885	373,114
8550 Mandated Cost	-	-	-	-	-	89,715	-	-	-	-	-	-		89,715	87,893	1,822
8560 State Lottery	-	-	-	-	-	-	300,994	-	-	265,165	-	570,390		1,136,548	953,442	183,106
8598 Prior Year Revenue	-	3,342	7,226	(35,467)	-	-	47,650	642	-	-	-	-		23,393	-	23,393
8599 Other State Revenue	-	-	-	17,000	-	(17,000)	593,780	(642)	75,600	(461,441)	-	2,349,315		2,556,612	357,978	2,198,634
	140,475	143,817	260,080	234,387	252,854	325,569	1,195,278	252,863	412,091	98,401	294,677	3,222,776	-	6,833,267	4,053,198	2,780,069

Other Local Revenue

8660 Interest Revenue	1,778	142	-	5,658	-	-	2,234	-	-	-	3,426	-		13,238	-	13,238
8699 School Fundraising	-	-	-	-	-	-	-	53	-	-	54	214		322	-	322
8980 Contributions, Unrestricted	-	79	1,710	1,607	(3,209)	-	-	-	37	-	23	-		246	-	246
	1,778	221	1,710	7,265	(3,209)	-	2,234	53	37	-	3,503	214	-	13,806	-	13,806

Total Revenue

	2,010,878	2,031,593	4,671,006	3,856,935	3,606,549	3,886,170	4,698,278	4,098,125	8,173,847	3,939,932	4,143,835	8,962,691	-	54,079,838	49,352,921	4,726,917
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Expenses**Certificated Salaries**

1100 Teachers' Salaries	1,079,678	1,182,444	1,228,077	1,230,167	1,080,694	1,096,387	1,194,277	1,152,681	825,465	1,112,558	1,139,709	688,978		13,011,114	12,737,806	(273,308)
1175 Teachers' Extra Duty/Stipends	13,579	68,519	71,760	78,656	202,117	217,052	92,838	198,494	244,980	194,179	269,845	909,353		2,561,371	1,489,368	(1,072,003)
1200 Pupil Support Salaries	72,067	113,647	112,500	111,768	117,114	117,931	109,861	97,948	102,798	100,065	101,569	77,168		1,234,437	1,407,042	172,605
1300 Administrators' Salaries	180,861	204,851	194,790	198,540	200,390	201,680	199,325	200,884	232,741	188,241	192,741	248,382		2,443,429	2,230,500	(212,929)
1900 Other Certificated Salaries	32,041	66,287	49,374	53,564	53,306	57,613	58,084	54,982	55,464	60,396	60,791	37,990		639,893	676,808	36,915
	1,378,226	1,635,748	1,656,502	1,672,695	1,653,622	1,690,663	1,654,386	1,704,989	1,461,448	1,655,440	1,764,655	1,961,870	-	19,890,244	18,541,524	(1,348,720)

Classified Salaries

2100 Instructional Salaries	16,525	26,228	28,333	29,824	38,712	37,646	36,907	24,715	5,987	29,410	28,097	59,965		362,349	361,663	(686)
2200 Support Salaries	84,157	99,546	108,934	105,080	106,114	112,842	100,275	98,953	101,342	94,152	87,894	248,908		1,348,196	1,462,038	113,843
2300 Classified Administrators' Salaries	47,800	54,172	44,011	40,597	37,931	38,056	37,658	43,800	44,356	44,010	43,800	91,605		567,797	810,502	242,706
2400 Clerical and Office Staff Salaries	87,783	92,065	83,301	77,933	86,637	88,182	82,216	83,568	95,445	90,634	80,898	217,359		1,166,022	900,486	(265,536)
2900 Other Classified Salaries	9,825	11,155	13,322	12,424	21,685	22,275	20,975	20,906	18,110	13,655	17,761	39,218		221,312	108,376	(112,936)
	246,090	283,165	277,902	265,858	291,079	299,003	278,031	271,942	265,240	271,861	258,450	657,057	-	3,665,675	3,643,065	(22,610)

Benefits

3101 STRS	227,917	266,985	270,478	252,988	271,784	275,804	271,764	278,301	273,399	269,926	283,639	2,042,598		4,985,582	2,970,390	(2,015,193)
3301 OASDI	14,928	17,281	16,779	15,927	16,941	16,875	15,871	15,758	17,181	16,238	15,429	35,119		214,328	225,875	11,547
3311 Medicare	22,786	27,075	27,232	27,276	27,380	27,894	27,180	27,761	28,246	27,050	28,450	35,216		333,544	321,677	(11,867)
3401 Health and Welfare	175,167	188,702	197,567	202,243	230,371	242,869	436,180	43,321	250,437	247,273	233,099	(63,644)		2,383,585	2,448,000	64,415
3501 State Unemployment	3,037	7,178	2,051	1,593	434	27,839	28,430	2,764	457	401	2,738	285		77,208	153,230	76,022
3601 Workers' Compensation	14,120	31,009	15,029	22,429	15,173	14,902	14,845	14,902	14,902	14,903	14,120	14,120		200,455	199,661	(794)
3901 Other Benefits	-	-	-	-	312,697	-	-	-	-	-	-	-		312,697	665,538	352,841
	457,955	538,230	529,137	522,455	874,780	606,183	794,270	382,806	584,622	575,790	577,475	2,063,695	-	8,507,398	6,984,370	(1,523,028)

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 08/24/2022

ADA = 4390.25

**Books and Supplies**

4100	Textbooks and Core Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	903	8,127	913	490	831	304	460	204	662	2,541	17,148	49,131		81,714	-	(81,714)
4302 School Supplies	148,753	551,991	523,442	235,436	201,077	241,204	249,172	263,707	348,515	493,025	444,536	116,003		3,816,861	6,476,682	2,659,821
4305 Software	50,035	183,981	40,769	143,628	30,923	32,477	32,978	35,709	35,521	115,139	67,569	50,462		819,191	810,978	(8,213)
4310 Office Expense	1,930	12,641	7,610	32,024	4,142	9,108	14,661	2,545	8,284	6,751	12,992	15,519		128,207	43,100	(85,107)
4311 Business Meals	129	84	88	(58)	-	-	-	290	-	385	-	391		1,309	-	(1,309)
4400 Noncapitalized Equipment	3,438	93,381	530,841	23,406	21,364	21,689	113,082	4,591	5,851	179,212	898,215	456,576		2,351,647	1,327,080	(1,024,567)
	205,189	850,205	1,103,663	434,926	258,336	304,783	410,353	307,046	398,833	797,054	1,440,460	688,083	-	7,198,929	8,657,840	1,458,910
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-		-	1,300	1,300
5102 Special Education	5,397	73,741	29,117	278,898	161,127	210,745	225,503	125,708	190,479	252,391	172,053	521,973		2,247,132	2,671,700	424,568
5105 Security	-	-	-	-	107	917	-	-	592	346	979	852		3,793	-	(3,793)
5106 Other Educational Consultants	4,256	47,967	451,256	507,866	470,325	292,243	375,351	640,013	619,939	523,722	554,420	331,077		4,818,436	4,554,265	(264,172)
	9,653	121,709	480,372	786,765	631,560	503,905	600,854	765,721	811,009	776,458	727,452	853,902	-	7,069,361	7,228,465	159,104
Operations and Housekeeping																
5201 Auto and Travel	-	285	2,008	3,654	4,335	5,934	1,160	4,696	4,328	7,901	4,090	12,127		50,519	12,300	(38,219)
5300 Dues & Memberships	-	17,370	183	-	-	3,770	-	-	-	-	-	129		21,452	1,900	(19,552)
5400 Insurance	27,841	29,359	31,635	27,083	30,275	28,442	29,358	29,358	29,359	29,359	27,841	27,909		347,820	427,200	79,380
5501 Utilities	222	1,360	4,895	812	1,648	2,697	-	1,514	2,719	298	1,828	3,708		21,701	5,200	(16,501)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-		-	500	500
5900 Communications	100	203	2,764	872	1,282	3,126	1,419	4,425	5,925	4,936	1,086	1,547		27,684	10,100	(17,584)
5901 Postage and Shipping	1,577	1,829	1,151	2,274	2,464	378	1,691	786	2,354	355	636	2,015		17,510	12,200	(5,310)
	29,740	50,406	42,635	34,695	40,005	44,347	33,629	40,779	44,686	42,849	35,481	47,436	-	486,686	469,400	(17,286)
Facilities, Repairs and Other Leases																
5601 Rent	17,762	16,007	29,701	39,744	33,115	35,060	31,360	31,360	31,360	32,275	37,050	34,673		369,465	204,400	(165,065)
5604 Other Leases	3,095	1,008	-	-	-	622	510	3,507	-	-	79	(200)		8,621	-	(8,621)
5610 Repairs and Maintenance	-	-	747	650	-	240	-	-	-	330	-	530		2,497	-	(2,497)
	20,857	17,014	30,448	40,394	33,115	35,922	31,870	34,867	31,360	32,605	37,129	35,003	-	380,583	204,400	(176,183)
Professional/Consulting Services																
5801 IT	472	3,062	78,979	10,352	4,513	4,239	90,478	(58,180)	22,531	(142,689)	652	271		14,680	592,840	578,159
5802 Audit & Taxes	-	-	-	-	900	-	-	7,500	-	-	-	4,125		12,525	16,100	Upda
5803 Legal	10,000	19,767	15,568	12,705	4,008	24,896	24,091	21,054	12,524	2,830	5,325	12,390		165,159	185,800	20,641
5804 Professional Development	4,345	4,045	1,769	560	2,295	3,528	4,422	1,714	799	1,045	20,695	2,739		47,956	115,251	67,295
5805 General Consulting	-	406	379	-	-	(3,464)	200	1,719	255	(320)	379	12,803		12,357	44,700	32,343
5806 Special Activities/Field Trips	1,759	15,951	13,925	20,687	6,175	9,412	19,925	13,371	36,190	45,708	6,128	3,090		192,321	54,637	(137,684)
5807 Bank Charges	2,036	1,034	1,160	1,152	1,589	1,464	1,330	1,445	1,479	1,505	1,272	3,348		18,813	24,400	5,587
5808 Printing	500	-	-	115	310	202	251	247	265	(1,391)	-	187		687	-	(687)
5809 Other taxes and fees	3,431	530	80	3,054	564	170	6,132	105	795	325	2,601	1,647		19,435	54,400	34,965
5810 Payroll Service Fee	947	3,241	2,615	2,119	2,439	5,392	3,528	5,489	4,116	6,366	4,116	4,116		44,484	32,300	(12,184)
5811 Management Fee	77,612	83,184	78,862	76,297	67,267	66,067	66,817	123,822	66,734	66,584	72,499	130,359		976,104	976,476	372
5812 District Oversight Fee	18,649	18,649	35,606	33,569	33,569	35,606	33,569	38,427	46,924	38,427	38,427	(215,842)		155,582	441,315	285,733
5813 County Fees	-	-	-	-	-	-	-	-	1,994	-	-	-		1,994	3,900	1,906
5899 Bad Debt Expense	-	-	-	-	-	-	-	-	819,871	-	-	-		819,871	-	(819,871)
	119,751	149,869	228,945	160,610	123,630	147,514	250,743	156,713	1,014,476	18,390	152,094	(40,767)	-	2,481,968	2,542,119	56,576
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	492	490		982	30,000	29,018
	-	-	-	-	-	-	-	-	-	-	492	490	-	982	30,000	29,018
Interest																
7438 Interest Expense	36,135	-	-	-	-	-	-	-	-	-	-	-		36,135	342,638	306,503
	36,135	-	-	-	-	-	-	-	-	-	-	-	-	36,135	342,638	306,503
Total Expenses	2,503,596	3,646,346	4,349,603	3,918,397	3,906,126	3,632,319	4,054,135	3,664,863	4,611,673	4,170,446	4,993,688	6,266,770	-	49,717,963	48,643,821	(1,077,717)
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,851	644,143	433,262	3,562,174	(230,515)	(849,853)	2,695,921	-	4,361,875	709,100	3,649,200

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 08/24/2022

ADA = 4390.25

**Cash Flow Adjustments**

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
														8.77%		
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,851	644,143	433,262	3,562,174	(230,515)	(849,853)	2,695,921	-	4,361,875		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	492	490	-	982		
Public Funding Receivables	3,345,520	9,497,937	(665,719)	808,663	-	-	783,211	(226,112)	252,863	24,860	-	(1,725,292)	-	12,095,930		
Grants and Contributions Rec.	2,221,332	257,994	-	-	(54)	54	-	28,500	-	-	-	(192,753)	-	2,315,073		
Due To/From Related Parties	-	-	-	-	-	-	-	-	536,911	-	-	-	-	536,911		
Prepaid Expenses	(138,134)	(95,680)	101,448	(69,548)	40,175	14,351	(33,105)	21,475	(410,212)	421,394	(260,035)	(357,848)	-	(765,720)		
Other Assets	-	-	-	(999)	-	-	-	-	-	-	-	-	-	(999)		
Accounts Payable	(586,674)	(291,478)	678,574	(545,204)	(37,013)	(128,525)	474,461	(479,602)	(126,179)	390,272	(219,899)	262,704	-	(608,563)		
Accrued Expenses	62,462	217,871	93,551	(188,849)	920,050	(775,785)	(33,240)	50,430	268,393	(156,024)	-	(1,034,854)	-	(575,996)		
Other Liabilities	(2,453,400)	(3,342)	(167,504)	(6,431)	-	17,000	126,577	-	-	908,733	249,565	540,136	-	(788,666)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	(47,224)	82	-	(47,141)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	2,496,000	-	-	-	-	-	-	-	-	-	-	-	-	2,496,000		
Payments on Factoring	-	(1,226,700)	(8,535,300)	(2,496,000)	-	-	-	-	-	-	-	-	-	(12,258,000)		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	(3,093,725)	-	-	-	-	(3,093,725)		
Total Change in Cash	4,454,388	6,741,848	(8,173,547)	(2,559,831)	623,580	(619,055)	1,962,047	(172,047)	990,225	1,358,720	(1,126,954)	188,587				
Cash, Beginning of Month	5,335,027	9,789,415	16,531,263	8,357,716	5,797,885	6,421,465	5,802,410	7,764,457	7,592,410	8,582,635	9,941,355	8,814,401				
Cash, End of Month	9,789,415	16,531,263	8,357,716	5,797,885	6,421,465	5,802,410	7,764,457	7,592,410	8,582,635	9,941,355	8,814,401	9,002,988				

Cert.	Instr.
52.8%	80.4%
6,924,227	200,670

Pupil:Teacher Ratio
21.21 :1

Pacific Coast Academy**Budget vs Actual**

For the period ended June 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 3,842,729	\$ 3,662,277	\$ 180,452	\$ 35,885,330	\$ 34,874,448	\$ 1,010,882	\$ 42,198,697
Education Protection Account	-	-	-	656,288	690,900	(34,612)	921,200
State Aid - Prior Year	(1,198)	-	(1,198)	1,196	-	1,196	-
In Lieu of Property Taxes	-	82,109	(82,109)	600,728	847,397	(246,670)	1,011,616
Total State Aid - Revenue Limit	3,841,531	3,744,386	97,145	37,143,542	36,412,745	730,797	44,131,513
Federal Revenue							
Special Education - Entitlement	-	57,359	(57,359)	-	443,759	(443,759)	558,478
Title I, Part A - Basic Low Income	-	-	-	156,827	506,480	(349,653)	506,480
Title II, Part A - Teacher Quality	-	-	-	53,476	89,297	(35,821)	89,297
Title III - Limited English	445	-	445	4,139	-	4,139	13,956
Other Federal Revenue	-	-	-	3,994,812	-	3,994,812	-
Prior Year Federal Revenue	3,679	-	3,679	140,268	-	140,268	-
Total Federal Revenue	4,124	57,359	(53,235)	4,349,522	1,039,536	3,309,986	1,168,211
Other State Revenue							
State Special Education	294,677	272,572	22,105	2,723,928	2,108,742	615,186	2,653,885
Mandated Cost	-	-	-	89,715	87,893	1,822	87,893
State Lottery	-	-	-	566,158	421,653	144,505	953,442
Prior Year Revenue	-	-	-	23,393	-	23,393	-
Other State Revenue	-	-	-	207,297	357,978	(150,681)	357,978
Total Other State Revenue	294,677	272,572	22,105	3,610,491	2,976,266	634,226	4,053,198
Other Local Revenue							-
Interest Revenue	3,426	-	3,426	13,238	-	13,238	-
School Fundraising	54	-	54	107	-	107	-
Contributions, Unrestricted	23	-	23	246	-	246	-
Total Other Local Revenue	3,503	-	3,503	13,592	-	13,592	-
Total Revenues	\$ 4,143,835	\$ 4,074,317	\$ 69,518	\$ 45,117,148	\$ 40,428,547	\$ 4,688,601	\$ 49,352,921
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,139,709	\$ 1,061,484	\$ (78,225)	\$ 12,322,136	\$ 11,676,322	\$ (645,814)	\$ 12,737,806
Teachers' Extra Duty/Stipends	269,845	124,114	(145,731)	1,652,018	1,365,254	(286,764)	1,489,368
Pupil Support Salaries	101,569	117,254	15,684	1,157,270	1,289,789	132,519	1,407,042
Administrators' Salaries	192,741	185,875	(6,866)	2,195,047	2,044,625	(150,422)	2,230,500
Other Certificated Salaries	60,791	56,401	(4,391)	601,903	620,407	18,504	676,808
Total Certificated Salaries	1,764,655	1,545,127	(219,528)	17,928,374	16,996,398	(931,976)	18,541,525
Classified Salaries							
Instructional Salaries	28,097	30,139	2,042	302,383	331,524	29,141	361,663
Support Salaries	87,894	121,837	33,943	1,099,287	1,340,202	240,914	1,462,038
Supervisors' and Administrators' Salaries	43,800	67,542	23,742	476,191	742,961	266,769	810,502
Clerical and Office Staff Salaries	80,898	75,041	(5,858)	948,663	825,446	(123,217)	900,486
Other Classified Salaries	17,761	9,031	(8,730)	182,093	99,344	(82,749)	108,376
Total Classified Salaries	258,450	303,589	45,139	3,008,619	3,339,476	330,858	3,643,065
Benefits							
State Teachers' Retirement System, certificated	283,639	247,532	(36,106)	2,942,984	2,722,857	(220,127)	2,970,390
OASDI/Medicare/Alternative, certificated posit	15,429	18,823	3,394	179,209	207,052	27,843	225,875
Medicare/Alternative, certificated positions	28,450	26,806	(1,644)	298,328	294,870	(3,458)	321,677
Health and Welfare Benefits, certificated positi	233,099	204,000	(29,099)	2,447,229	2,244,000	(203,229)	2,448,000
State Unemployment Insurance, certificated po	2,738	7,662	4,923	76,923	145,569	68,646	153,230
Workers' Compensation Insurance, certificated	14,120	16,638	2,518	186,335	183,023	(3,312)	199,661
Other Benefits, certificated positions	-	55,461	55,461	312,697	610,076	297,380	665,538
Total Benefits	577,475	576,923	(552)	6,443,703	6,407,447	(36,256)	6,984,370
Books & Supplies							
Textbooks and Core Materials	17,148	-	(17,148)	32,583	-	(32,583)	-
School Supplies	444,536	496,649	52,113	3,700,858	5,926,409	2,225,551	6,476,682
Software	67,569	67,582	13	768,729	743,397	(25,333)	810,978
Office Expense	12,992	3,592	(9,400)	112,688	39,508	(73,180)	43,100
Business Meals	-	-	-	918	-	(918)	-
Noncapitalized Equipment	898,215	101,764	(796,451)	1,895,070	1,214,328	(680,742)	1,327,080
Total Books & Supplies	1,440,460	669,586	(770,874)	6,510,846	7,923,643	1,412,796	8,657,840
Subagreement Services							
Nursing	-	108	108	-	1,192	1,192	1,300

Pacific Coast Academy**Budget vs Actual**

For the period ended June 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Education	172,053	222,642	50,589	1,725,159	2,449,058	723,899	2,671,700
Transportation	-	100	100	-	1,100	1,100	1,200
Security	979	-	(979)	2,940	-	(2,940)	-
Other Educational Consultants	554,420	349,233	(205,187)	4,487,359	4,167,325	(320,034)	4,554,265
Total Subagreement Services	727,452	572,083	(155,369)	6,215,459	6,618,675	403,216	7,228,465
Operations & Housekeeping							
Auto and Travel	4,090	1,025	(3,065)	38,392	11,275	(27,117)	12,300
Dues & Memberships	-	158	158	21,323	1,742	(19,581)	1,900
Insurance	27,841	35,600	7,759	319,911	391,600	71,689	427,200
Utilities	1,828	433	(1,395)	17,993	4,767	(13,226)	5,200
Janitorial Services	-	42	42	-	458	458	500
Communications	1,086	842	(244)	26,137	9,258	(16,879)	10,100
Postage and Shipping	636	1,017	381	15,495	11,183	(4,312)	12,200
Total Operations & Housekeeping	35,481	39,117	3,636	439,250	430,283	(8,967)	469,400
Facilities, Repairs & Other Leases							
Rent	37,050	17,033	(20,016)	334,792	187,367	(147,425)	204,400
Other Leases	79	-	(79)	8,821	-	(8,821)	-
Repairs and Maintenance	-	-	-	1,967	-	(1,967)	-
Total Facilities, Repairs & Other Leases	37,129	17,033	(20,095)	345,580	187,367	(158,214)	204,400
Professional/Consulting Services							
IT	652	49,403	48,751	14,409	543,437	529,027	592,840
Audit & Taxes	-	-	-	8,400	16,100	7,700	16,100
Legal	5,325	15,483	10,158	152,768	170,317	17,548	185,800
Professional Development	20,695	9,604	(11,091)	45,217	105,647	60,430	115,251
General Consulting	379	3,725	3,346	(446)	40,975	41,421	44,700
Special Activities/Field Trips	6,128	4,190	(1,938)	189,231	49,995	(139,236)	54,637
Bank Charges	1,272	2,033	761	15,465	22,367	6,901	24,400
Printing	-	-	-	500	-	(500)	-
Other Taxes and Fees	2,601	4,533	1,932	17,787	49,867	32,080	54,400
Payroll Service Fee	4,116	2,692	(1,424)	40,368	29,608	(10,760)	32,300
Management Fee	72,499	81,373	8,874	845,745	895,103	49,358	976,476
District Oversight Fee	38,427	37,444	(983)	371,423	364,127	(7,296)	441,315
County Fees	-	-	-	1,994	2,925	931	3,900
Bad Debt Expense	-	-	-	819,871	-	(819,871)	-
Total Professional/Consulting Services	152,094	210,481	58,386	2,522,735	2,290,467	(232,268)	2,542,119
Depreciation							
Depreciation Expense	492	2,500	2,008	492	27,500	27,008	30,000
Total Depreciation	492	2,500	2,008	492	27,500	27,008	30,000
Interest							
Interest Expense	-	-	-	36,135	342,638	306,503	342,638
Total Interest	-	-	-	36,135	342,638	306,503	342,638
Total Expenses	\$ 4,993,688	\$ 3,936,439	\$ (1,057,249)	\$ 43,451,193	\$ 44,563,893	\$ 1,112,700	\$ 48,643,821
Change in Net Assets	(849,853)	137,878	(987,731)	1,665,954	(4,135,347)	5,801,301	709,100
Net Assets, Beginning of Period	7,060,640			4,544,833			
Net Assets, End of Period	\$ 6,210,787			\$ 6,210,787			

Pacific Coast Academy

Statement of Financial Position

June 30, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 7,779,090	\$ 5,335,027	\$ 2,444,064	\$ 0
Restricted Cash	1,035,311	-	1,035,311	0%
Total Cash & Cash Equivalents	8,814,401	5,335,027	3,479,374	65%
Accounts Receivable	50	54,476	(54,426)	-100%
Public Funding Receivables	526,190	14,347,411	(13,821,221)	-96%
Factored Receivables	-	(7,308,600)	7,308,600	-100%
Due To/From Related Parties	-	536,911	(536,911)	-100%
Prepaid Expenses	617,068	209,196	407,871	195%
Total Current Assets	9,957,708	13,174,420	(3,216,712)	-24%
Long-Term Assets				
Property & Equipment, Net	46,732	-	46,732	0%
Deposits	7,629	6,630	999	15%
Total Long Term Assets	54,361	6,630	47,731	720%
Total Assets	\$ 10,012,069	\$ 13,181,050	\$ (3,168,981)	-24%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 725,682	\$ 1,596,948	\$ (871,266)	-55%
Accrued Liabilities	2,040,289	1,331,866	708,423	53%
Deferred Revenue	1,035,311	2,613,678	(1,578,367)	-60%
Notes Payable, Current Portion	-	3,093,725	(3,093,725)	-100%
Total Current Liabilities	3,801,282	8,636,218	(4,834,936)	-56%
Total Liabilities	3,801,282	8,636,218	(4,834,936)	-56%
Total Net Assets	6,210,787	4,544,833	1,665,954	37%
Total Liabilities and Net Assets	\$ 10,012,069	\$ 13,181,050	\$ (3,168,981)	-24%

Pacific Coast Academy

Statement of Cash Flows

For the period ended June 30, 2022

	Month Ended 06/30/22	YTD Ended 06/30/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (849,853)	\$ 1,665,954
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	492	492
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	13,821,221
Grants, Contributions & Pledges Receivable	-	(7,254,174)
Due from Related Parties	-	536,911
Prepaid Expenses	(260,035)	(407,871)
Other Assets	-	(999)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(219,899)	(871,266)
Accrued Expenses	249,565	708,423
Deferred Revenue	-	(1,578,367)
Other Liabilities	-	-
Total Cash Flows from Operating Activities	(1,079,730)	6,620,323
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(47,224)	(47,224)
Total Cash Flows from Investing Activities	(47,224)	(47,224)
Cash Flows from Financing Activities		
Proceeds from Factoring	-	-
Proceeds from (payments on) Long-Term Debt	-	(3,093,725)
Total Cash Flows from Financing Activities	-	(3,093,725)
Change in Cash & Cash Equivalents	(1,126,954)	3,479,374
Cash & Cash Equivalents, Beginning of Period	9,941,355	5,335,027
Cash and Cash Equivalents, End of Period	\$ 8,814,401	\$ 8,814,401

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

CHARTER SCHOOL CERTIFICATION

Charter School Name: Pacific Coast Academy
CDS #: 37680490136416
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1892

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Roxy Travers</u> Name	<u>Bradley Johnson</u> Name	<u>Spencer Styles</u> Name
<u>Financial Accounting and Data Support Ma</u> Title	<u>Chief Business Officer</u> Title	<u>Charter Impact, Inc.</u> Title
<u>(858) 295-6700</u> Telephone	<u>619-444-2161</u> Telephone	<u>888-474-0322</u> Telephone
<u>roxanna.travers@sdcoe.net</u> Email address	<u>bradley.johnson@dehesad.net</u> Email address	<u>sstyles@charterimpact.com</u> Email address

To the entity that approved the charter school:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed
Name: Krystin Demofonte Title: Executive Director

To the County Superintendent of Schools:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed
Name: _____ Title: _____

To the Superintendent of Public Instruction:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2021 to June 30, 2022**

Charter School Name: Pacific Coast Academy

CDS #: 37680490136416

Charter Approving Entity: Dehesa Elementary

County: San Diego

Charter #: 1892

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	39,846,557.00		39,846,557.00
Education Protection Account State Aid - Current Year	8012	878,050.00		878,050.00
State Aid - Prior Years	8019	0.47		0.47
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,073,103.01		1,073,103.01
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		41,797,710.48	0.00	41,797,710.48
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		704,674.25	704,674.25
Special Education - Federal	8181, 8182		595,300.00	595,300.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	3,093,725.00	1,041,355.14	4,135,080.14
Total, Federal Revenues		3,093,725.00	2,341,329.39	5,435,054.39
3. Other State Revenues				
Special Education - State	StateRevSE		3,026,999.00	3,026,999.00
All Other State Revenues	StateRevAO	2,791,698.62	1,014,569.68	3,806,268.30
Total, Other State Revenues		2,791,698.62	4,041,568.68	6,833,267.30
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	13,806.17	0.00	13,806.17
Total, Local Revenues		13,806.17	0.00	13,806.17
5. TOTAL REVENUES		47,696,940.27	6,382,898.07	54,079,838.34
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	12,647,921.83	2,924,563.59	15,572,485.42
Certificated Pupil Support Salaries	1200	404,533.21	829,903.94	1,234,437.15
Certificated Supervisors' and Administrators' Salaries	1300	2,141,334.90	302,093.73	2,443,428.63
Other Certificated Salaries	1900	107,425.70	532,467.24	639,892.94
Total, Certificated Salaries		15,301,215.64	4,589,028.50	19,890,244.14
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	177,934.23	184,414.70	362,348.93
Noncertificated Support Salaries	2200	1,200,117.28	148,078.47	1,348,195.75
Noncertificated Supervisors' and Administrators' Salaries	2300	567,796.56	0.00	567,796.56
Clerical, Technical and Office Salaries	2400	1,132,254.62	33,767.60	1,166,022.22
Other Noncertificated Salaries	2900	190,573.31	30,738.48	221,311.79
Total, Noncertificated Salaries		3,268,676.00	396,999.25	3,665,675.25

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2021 to June 30, 2022

Charter School Name: Pacific Coast Academy

CDS #: 37680490136416

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	4,293,206.61	692,375.46	4,985,582.07
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	456,696.74	91,175.14	547,871.88
Health and Welfare Benefits	3401-3402	2,382,545.07	1,039.58	2,383,584.65
Unemployment Insurance	3501-3502	57,711.58	19,496.72	77,208.30
Workers' Compensation Insurance	3601-3602	200,092.74	362.25	200,454.99
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	312,696.55	0.00	312,696.55
Total, Employee Benefits		7,702,949.29	804,449.15	8,507,398.44
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	79,211.32	2,503.16	81,714.48
Books and Other Reference Materials	4200	0.00	0.00	0.00
Materials and Supplies	4300	4,168,734.25	596,833.81	4,765,568.06
Noncapitalized Equipment	4400	1,589,806.16	761,840.51	2,351,646.67
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		5,837,751.73	1,361,177.48	7,198,929.21
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	4,763,158.68	2,306,202.11	7,069,360.79
Travel and Conferences	5200	20,588.50	29,930.26	50,518.76
Dues and Memberships	5300	21,451.67	0.00	21,451.67
Insurance	5400	347,820.00	0.00	347,820.00
Operations and Housekeeping Services	5500	21,701.36	0.00	21,701.36
Rentals, Leases, Repairs, and Noncap. Improvements	5600	374,818.40	5,765.00	380,583.40
Transfers of Direct Costs	5700-5799	4,581,407.61	(4,581,407.61)	0.00
Professional/Consulting Services and Operating Expend.	5800	2,373,940.44	108,027.93	2,481,968.37
Communications	5900	29,104.32	16,090.04	45,194.36
Total, Services and Other Operating Expenditures		12,533,990.98	(2,115,392.27)	10,418,598.71
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	982.10	0.00	982.10
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		982.10	0.00	982.10
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	36,135.00	0.00	36,135.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		36,135.00	0.00	36,135.00
Total, Other Outgo		36,135.00	0.00	36,135.00
8. TOTAL EXPENDITURES		44,681,700.74	5,036,262.11	49,717,962.85

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2021 to June 30, 2022

Charter School Name: Pacific Coast Academy

CDS #: 37680490136416

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,015,239.53	1,346,635.96	4,361,875.49
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		3,015,239.53	1,346,635.96	4,361,875.49
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	5,839,915.32	0.00	5,839,915.32
b. Adjustments/Restatements	9793, 9795	(1,295,083.32)		(1,295,083.32)
c. Adjusted Beginning Fund Balance /Net Position		4,544,832.00	0.00	4,544,832.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		7,560,071.53	1,346,635.96	8,906,707.49
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	46,158.99	0.00	46,158.99
b. Restricted Net Position	9797		1,346,635.96	1,346,635.96
c. Unrestricted Net Position	9790A	7,513,912.54	0.00	7,513,912.54

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

Charter School Name: Pacific Coast Academy

CDS #: 37680490136416

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	5,096,198.09	0.00	5,096,198.09
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	2,560,153.96	1,346,635.96	3,906,789.92
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	192,802.73	0.00	192,802.73
4. Due from Grantor Governments	9290	2,251,481.36	0.00	2,251,481.36
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	974,915.77	0.00	974,915.77
7. Other Current Assets	9340	7,629.00	0.00	7,629.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	46,158.99	0.00	46,158.99
10. TOTAL ASSETS		11,129,339.90	1,346,635.96	12,475,975.86
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,993,821.63	0.00	1,993,821.63
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	1,575,446.74	0.00	1,575,446.74
5. Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6. TOTAL LIABILITIES		3,569,268.37	0.00	3,569,268.37
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		7,560,071.53	1,346,635.96	8,906,707.49

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2021 to June 30, 2022**Charter School Name: Pacific Coast AcademyCDS #: 37680490136416**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
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CDS #: 37680490136416

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	<u>0.00</u>
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>49,717,962.85</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>5,435,054.39</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>44,282,908.46</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>37,117.10</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ <u>44,245,791.36</u>

Coversheet

2021-2022 EPA Spending Actuals

Section: II. Finance
Item: B. 2021-2022 EPA Spending Actuals
Purpose: Vote
Submitted by:
Related Material: FY22-PCA-EPA Spending Actuals.xlsx

BACKGROUND:

The EPA actuals are shown based on the resolution and requirements of Article VIII, Section 36(e) of the California State Constitution. Each year the board signs a resolution and is required to draft a budget and submit/approve actuals annually. These steps are a requirement for receipt of the EPA funds.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FY22-PCA-EPA Spending Actuals.xlsx

Coversheet

Resolution to Close Learning Latitudes Fund

Section: II. Finance
Item: C. Resolution to Close Learning Latitudes Fund
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2022-21 to Close Learning Latitudes Fund_Redlined 9.02.2022.pdf

BACKGROUND:

This is an old treasury account under our previous name Learning Attitudes. In order to close the account we need the following approved.



Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064

**Resolution of Pacific Coast Academy Board of Directors
2022-21
RESOLUTION 2022-21 TO CLOSE LEARNING LATITUDES FUND**

WHEREAS, Pacific Coast Academy Charter School, authorized by Dehesa School District within the County of San Diego, State of California (District) is duly authorized and existing under the law of said state: and

WHEREAS, charter schools are authorized by Title 5 of the California Code of Regulations (CCR) Section 15071 to establish a restricted fund known as the Oracle Fund; and

WHEREAS, the Oracle Fund established by the Charter School for the purpose of Learning Latitudes is no longer required;

THEREFORE, BE IT RESOLVED, that the Pacific Coast Academy Charter School shall close the restricted fund with the San Diego County Auditor and Treasurer named Oracle fund for Learning Latitudes Fund;

THEREFORE, BE IT FURTHER RESOLVED, that any remaining balance in the Oracle fund for Learning Latitudes Fund, Oracle Account Number 55681 be transferred to the Oracle fund for Pacific Coast Academy Fund, Oracle Account Number 55675.

SECRETARY'S CERTIFICATE

I, Jessica Ackermann, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on September 14, 2022, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of
Pacific Coast Academy

Coversheet

Local Dashboard Indicators

Section: III. Academic Achievement
Item: A. Local Dashboard Indicators
Purpose: Vote
Submitted by:
Related Material: PCA 2022-2023 Local Dashboard Indicators.pdf

BACKGROUND:

The academic performance of California public schools/districts is reported annually through the web-based California School Dashboard. In particular, the Dashboard reports progress on six state and five local indicators without a single summative rating. Performance related to state indicators is reported as a color score based on information collected statewide. In contrast, performance on local indicators is assessed based on data provided by a school/district. If a school/district satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met.

Below is an outline of the five local performance indicators:

- **Basic Services and Conditions:** The degree to which be aligned provided instructional material, adequate facilities, and correctly assigned teachers to facilitate student learning.
- **Implementation of State Academic Standards:** The degree to which we have implemented state academic standards into our curriculum, including the English language development standards.
- **Parent/Guardian Involvement and Family Engagement:** The degree to which we have sought input from parents/guardians in decision-making and promoting parental participation in programs.
- **School Climate (also reported in state indicators):** The degree to which we have acted upon a local climate survey that we administer at least once every other year.
- **Access to a Broad Course of Study (also reported in state indicators):** The degree to which all of our students have access to, and are enrolled in, the courses required to graduate, including programs/services for students with exceptional needs.

Pacific Coast Academy

Agenda Item Details

Meeting September 15, 2022

Subject California School Dashboard: Local Indicators

Type Action

BACKGROUND:

The academic performance of California public schools/districts is reported annually through the web-based California School Dashboard. In particular, the Dashboard reports progress on six state, and five local indicators without a single summative rating. Performance related to state indicators is reported as color score based on information collected statewide. In contrast, performance on local indicators is assessed based on data provided by a school/district. If a school/district satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met.

Below is an outline of the five local performance indicators:

- Basic Services and Conditions: The degree to which have we aligned provided instructional material, adequate facilities, and correctly assigned teachers to facilitate student learning.
- Implementation of State Academic Standards: The degree to which we have implemented state academic standards into our curriculum, including the English language development standards.
- Parent/Guardian Involvement and Family Engagement: The degree to which we have sought input from parents/guardians in decision making and promoting parental participation in programs.
- School Climate (also reported in state indicators): The degree to which we have acted upon a local climate survey that we administer at least once every other year.
- Access to a Broad Course of Study (also reported in state indicators): The degree to which all of our students have access to, and are enrolled in, the courses required to graduate, including programs/services for students with exceptional needs.

STAFF RECOMMENDATION:

Approve upload of Local Indicator results.

FISCAL IMPACT:

N/A

ATTACHMENT

Performance Standards for Local Indicators

If a district/charter satisfies the performance standards for each local indicator, the California School Dashboard (Dashboard) will automatically assign a performance level of Met. We use state-provided self-reflection tools to measure and report progress on each local performance indicator. See below for details.

Local Performance Indicator: Basic Services and Conditions (LCFF Priority 1)

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their *own* copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Local Performance Indicator: Implementation of State Academic Standards (LCFF Priority 2)

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the 2018-19 school year (including summer 2018).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Local Performance Indicator: Parent and Family Engagement (LCFF Priority 3)

Standard: School district annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. Building Relationships Between School Staff and Families: Rate the LEA's progress in the areas listed below

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
LEAs progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
LEAs progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	
<p>Narrative: 3,000 characters or less.</p> <ol style="list-style-type: none"> 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families: We have established positive and fruitful relationships with families and staff. Our yearly family and staff engagement survey results demonstrate positive relationships with both families and staff. 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families: We have a positive relationship with our non-English-speaking parents/guardians, and we continue to focus on refining our communication/support infrastructure for them. 3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families: We will continue to analyze the results of family engagement surveys to identify areas of focus and discuss improvement strategies with them. Beyond that, we will continue to explore areas of needed improvement with our underrepresented families during various engagement meetings, including our Title 1 meeting and English Learner and LCAP Advisory Committees. 					

2. Building Partnerships for Student Outcomes: Rate the LEA's progress in the areas listed below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	
<p>Narrative: 3,000 characters or less.</p> <ol style="list-style-type: none"> 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes: We assign each family an appropriately credentialed home school teacher (HST). The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. Their role is similar to that of a case manager teacher within an exceptional needs education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and review student performance and progress. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days and assess independent work quality and time value. 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes: More than anything, we have focused on communicating to families and students the importance of participating in and making an earnest effort in state assessments. 3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes: We will continue to analyze the results of family engagement surveys to identify areas of focus and discuss improvement strategies with them. Also, we will continue to explore areas of needed improvement with our underrepresented 					

families during various engagement meetings, including our Title 1 meeting and English Learner and LCAP Advisory Committees.

3. Seeking Input for Decision Making: Rate the LA's progress in the areas listed below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	
<p>Narrative: 3,000 characters or less.</p> <ol style="list-style-type: none"> 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making: Appropriately credentialed home school teachers (HST) assigned to each family facilitate direct communication of opportunities to participate in LEA decision-making. Additionally, we regularly communicate input opportunities such as our LCAP Advisory Committee meetings electronically. 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making: We are focusing on improving input from families related to participation in state assessments. 3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making: We regularly strive to reach out to and include underrepresented families in our LEA wide-decision making. For example, we communicate opportunities to 					

participate in decision-making in our parent communications, our Title 1 meetings, and our English Learner Advisory Committee.

Local Performance Indicator: School Climate (LCFF Priority 6)

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

Provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

We administered the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey in the 2021-22 school year. The survey results demonstrate that most of our students feel high levels of connectedness to our school.

Local Performance Indicator: Access to a Broad Course of Study (LCFF Priority 7)

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Our LCAP Goal 3 is entitled Improve Access and Success in a Broad Course of Study. This goal aims to provide each student with the support they need to attain the expected learning outcomes for each class, particularly those required per state or school policy. The metrics for this goal include the percent of:

- English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)
- The percent of ELs who reclassify, the percent of students who score At Prepared on College Career Indicator (Dashboard)
- The percent of parents/guardians of ELs, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor or coordinator once per school year to discuss academic progress
- The percent of English Language Development (ELD) teachers who participate in research-based professional learning

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We are a single-school charter school. Per our LCAP metrics, all students have access to and are enrolled in a broad course of study.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

In the 2021-22 school year, we had trouble finding and hiring qualified career technical education (CTE) teachers. For example, two of our newly hired CTE teachers left during the first month of the school year due to COVID-related issues. Despite our efforts, we were unable to find qualified replacements.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

we have worked diligently to implement approaches intended to demonstrate college and career readiness on the California School Dashboard. For example, we have been incrementally implementing Career Technical Education (CTE) Pathways, Advanced Placement (AP) courses, A-G approved courses, and opportunities for our students to take college credit courses.

Coversheet

Approve Minutes

Section:	IV. Consent Agenda
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on August 21, 2022



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Sunday August 21, 2022 at 9:00 AM

Location

Pacific Coast Academy Office
13915 Danielson St. #200, Poway, CA 92064

Meeting In Person

PCA Office
13915 Danielson St. #200 Poway, CA 92064

Directors Present

Benjamin Fung, Eric Banatao, Jessica Ackermann, Kim Gill, Rose Arevalo

Directors Absent

None

Guests Present

Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Sunday Aug 21, 2022 at 9:09 AM.

B. Roll Call of Board Members

C. Approval of Agenda

Jessica Ackermann made a motion to approve the agenda.

Rose Arevalo seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Public Comments

No public comments were made.

II. Annual Board Training

A. Finance Training: School Funding and Report Timeline

B. July Financials

Ben Fung made a motion to approve a 5 minute break at 10:06am

Kim Gill seconded the motion.

It was unanimously approved.

C. Legislative Updates

D. Brown Act Training

E. Introductions and Overview from Board President

President Ben Fung, gave a brief overview and introduction of the school and history of the board to the new board members.

Ben Fung suggested an agenda topic be added to future agenda to discuss goals and strategies of the board

F. Board Member Orientation and Board on Track

Jessica Ackermann motioned to move Section II Item F *Board Member Orientation and Board on Track* up to follow July Financials due to being ahead of schedule.

Eric Banatao seconded the motion.

It was unanimously approved.

G. Recommendation and Nomination of CFO/Treasurer

Benjamin Fung made a motion to nominate Kim Gill as CFO/Treasurer.

Jessica Ackermann seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Other Business

A. Executive Directors Report

Krystin Demofonte shares updates on the following topics:

- Back to School PD
- New Staff
- Enrollment
- PCA Community and Events
- Elevate Learning Labs
- Spark
- Testing and Assessment

B. Sublease and Shared Use Agreement for Danielson Property

Jessica Ackermann made a motion to Approve Sublease and Shared Use Agreement for Danielson Property.

Kim Gill seconded the motion.

This is a shared space and sublease agreement for the shared office space in Poway.

We share suite 100 and 102 with CPA and MVA and we will pay CPA for our portion of that space.

The board **VOTED** unanimously to approve the motion.

C. Assumption of Lease and Consent of Lessor

Jessica Ackermann made a motion to Approve Assumption of Lease and Consent of Lessor.

Kim Gill seconded the motion.

We currently sublease Poway office space from Cabrillo Point Academy (CPA). PCA occupies these spaces and we would like to enter into a direct lease between PCA and Cameron Brothers for the office spaces we utilize. The approval of these items would dissolve the current sublease with CPA and allow us to rent the space directly from the landlord.

The board **VOTED** unanimously to approve the motion.

D. September Special Meeting

Benjamin Fung made a motion to approve September Special Meeting.

Rose Arevalo seconded the motion.

PCA will need to hold a September board meeting to approve a few time sensitive items that were not yet available for the August meeting. The meeting was approved for September 14 at 5:00pm via Teleconference.

The board **VOTED** unanimously to approve the motion.

E. Conflict of Interest Code

Kim Gill made a motion to approve the proposed amended conflict of interest code and authorize staff to make any additional changes to the code as directed by the County Clerk's Office.

Jessica Ackermann seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Consent Agenda

A. Approve Minutes

Kim Gill made a motion to approve the minutes from Special Board Meeting on 08-04-22.

Jessica Ackermann seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Approve Minutes

Kim Gill made a motion to approve the minutes from Regular Scheduled Board Meeting on 06-30-22.

Jessica Ackermann seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. EL Master Plan

D. Promotion, Acceleration and Retention Policy

E. Time and Effort Policy

F. Invoices over \$100,000

G. Compensation Policy--Stipend Chart

H. Approve Consent Agenda

Kim Gill made a motion to Approve Consent Agenda.

Jessica Ackermann seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Closing Items

A. Announcement of Next Scheduled Meeting

Next meeting will be a Special Scheduled Board Meeting for September 14th at 5:00pm via Teleconference.

B.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:29 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Invoices over \$100,000

Section:	IV. Consent Agenda
Item:	B. Invoices over \$100,000
Purpose:	
Submitted by:	
Related Material:	Dehesa School District 6.30.22 - Invoice FY21-22PCA - \$155,581.79.pdf

0000-1110-0000-5812**INVOICE****Dehesa School District**

Attn: Business Office
4612 Dehesa Road
El Cajon, CA 92019

Number: FY21-22PCA**Date: 6/30/2022****To:** Pacific Coast Academy

DESCRIPTION	AMOUNT	PREVIOUS PAYMENT	TOTAL
2021-22 Oversight Charges	\$155,581.79	\$0.00	\$155,581.79
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Oversight charges include all labor and benefits, consultant costs, legal expenses, indirect costs and other related expenses.	\$155,581.79	\$0.00	\$155,581.79
	Tax		\$0.00
	Total		155,581.79

G.V.

Please contact Bradley Johnson at (619) 444-2161 or bradley.johnson@dehesasd.net with questions concerning this invoice.

APPROVED**By Gloria Vazquez at 3:31 pm, Sep 07, 2022**



Accounting PCA <accounting@pacificcoastacademy.org>

INVOICE: Dehesa Oversight Fees (PCA)

3 messages

Serena Barnett <serena.barnett@cabrillopontacademy.org>
To: Accounting PCA <accounting@pacificcoastacademy.org>

Tue, Sep 6, 2022 at 10:11 AM

Hello, Team!

I hope you all had a wonderful 3-day weekend. Attached is an invoice from Dehesa for our annual oversight fees.

Would you please help process this invoice as soon as possible?

Thank you!

Sincerely,

Serena Barnett



Serena Barnett
Director of Accounting
Cabrillo Point Academy
Mission Vista Academy
Pacific Coast Academy
Phone: +16197826464 x2021
Direct/text: +16199142843

Pacific Coast Academy - FY21-22PCA.pdf
348K

Pacific Coast Academy Accounting <accounting@pacificcoastacademy.org>
To: Serena Barnett <serena.barnett@cabrillopontacademy.org>

Tue, Sep 6, 2022 at 11:38 AM

Hi Serena,

My 3-day weekend was great, thank you! I have now created an order for this invoice on Procurify. Besides this email, would you like me to add any additional documentation to the order?

Respectfully,

Gloria Vazquez

Gloria Vazquez
Accounting Specialist
Pacific Coast Academy
(619) 215-0704
www.PacificCoastAcademy.org

[Quoted text hidden]

Serena Barnett <serena.barnett@cabrillopointacademy.org>
To: Pacific Coast Academy Accounting <accounting@pacificcoastacademy.org>

Wed, Sep 7, 2022 at 8:49 AM

Thank you, Gloria!

No, there is no additional documentation for the invoice. Thanks for checking.

Respectfully,

Serena Barnett

Serena Barnett
Director of Accounting

Cabrillo Point Academy
Mission Vista Academy
Pacific Coast Academy

(619) 888-1338
(619) 782-6464 Ext. 2021

[Quoted text hidden]

Coversheet

2022 Spring Consolidated Applications

Section: IV. Consent Agenda
Item: C. 2022 Spring Consolidated Applications
Purpose:
Submitted by:
Related Material: FY23 PCA ConApp Application For Funding Report Draft.pdf
FY21-FY23 PCA ConApp Report Drafts.pdf

BACKGROUND:

The ConApp report is a summary of all of the different Federal programs that the schools have applied/received. There are also certifications such as protected prayer that are assured that should also be reviewed by the board. It's more of ratification since the reporting has taken place in a prior, but it is also a good measure for organization control and assurance that federal programs are being utilized. The CARS is a web-based system to apply for funding, collect and report ConApp data, and track categorical program expenditures and activities. The LEA must print the certified ConApp. The Certification of Assurances page must be signed by the LEA Authorized Representative and the entire ConApp must be kept on file in the office of the LEA, per the 2021–22 Consolidated Application Legal Assurances that are posted on the California Department of Education [Consolidated Application](#) web page.

California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
 Saved by: charter impact
 Date: 9/8/2022 5:53 PM

2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:9/8/2022

R02

Page 1 of 1

California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 8/19/2022 4:52 PM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$90,430
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$90,430

Professional Development Expenditures

Professional development for teachers	\$90,430
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$90,430
2020–21 Unspent funds	\$0

*****Warning*****

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Report Date:9/8/2022

R02

Page 1 of 2

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 8/19/2022 5:12 PM**2020–21 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	\$14,713
Transferred-in amount	\$0
2020–21 Total allocation	\$14,713
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$4,626
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$1,500
4000–4999 Books and supplies	\$8,587
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$14,713
2020–21 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:9/8/2022

R02

Page 2 of 2

California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 8/19/2022 5:24 PM**2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$108,143
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$108,143

Professional Development Expenditures

Professional development for teachers	\$108,143
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$108,143
2021-22 Unspent funds	\$0

*****Warning*****

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Report Date:9/8/2022

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California Department of Education

Consolidated Application

Pacific Coast Academy (37 68049 0136416)

Status: Draft
 Saved by: charter impact
 Date: 8/19/2022 5:14 PM

2021–22 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$17,639
Transferred-in amount	\$0
2021–22 Total allocation	\$17,639
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$12,377
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$5,262
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$17,639
2021–22 Unspent funds	\$0

*****Warning*****

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Report Date:9/8/2022

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California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
 Saved by: charter impact
 Date: 8/19/2022 5:25 PM

2021–22 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

2021–22 Title III immigrant student program allocation	\$7,388
Transferred-in amount	\$0
2021–22 Total allocation	\$7,388
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1
Total year-to-date expenditures	\$1
2021–22 Unspent funds	\$7,387

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Report Date:9/8/2022

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Venessa
Homeless liaison last name	Chase
Homeless liaison title	Senior Director
Homeless liaison email address (Format: abc@xyz.zyx)	Venessa.chase@pacificcoastacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-648-3168
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.35

Homeless Liaison Training Information

Warning

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California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 9/8/2022 5:49 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/05/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$627,306
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0

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Report Date:9/8/2022

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Pacific Coast Academy (37 68049 0136416)

Status: Draft
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 Date: 9/8/2022 5:49 PM

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LeanneWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	We are addressing the needs of homeless students with other appropriate funding sources to purchase computers, Wifi hot spots, instructional supplies, social emotional/counseling support, academic interventions, and enrichment.

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Report Date:9/8/2022

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California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
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 Date: 9/8/2022 5:55 PM

2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	09/12/2022

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Report Date:9/8/2022

R02

Page 1 of 7

Pacific Coast Academy (37 68049 0136416)

Status: Draft
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 Date: 9/8/2022 5:50 PM

2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	09/12/2022
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning

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2022–23 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	05/19/2022
Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Title	Executive Director

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California Department of Education**Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
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 Date: 9/8/2022 5:53 PM

2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

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Report Date:9/8/2022

R02

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California Department of Education

Consolidated Application

Pacific Coast Academy (37 68049 0136416)

Status: Draft
 Saved by: charter impact
 Date: 9/8/2022 5:54 PM

2022–23 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	103
Estimated English learner student program allocation	\$12,885

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$12,885
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$12,885

*****Warning*****

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Report Date:9/8/2022

R02

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Pacific Coast Academy (37 68049 0136416)

Status: Draft
 Saved by: charter impact
 Date: 9/8/2022 5:54 PM

2022–23 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$150.85
Estimated immigrant student count	34
Estimated immigrant student program allocation	\$5,129

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$5,129
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$5,129

Warning

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Report Date:9/8/2022

R02

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Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 9/8/2022 5:55 PM**2022–23 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Report Date:9/8/2022

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Coversheet

EL Master Plan

Section: IV. Consent Agenda

Item: D. EL Master Plan

Purpose:

Submitted by:

Related Material:

PCA 2022-2023 EL Master Plan_Final_8.23.2022_Redlined_9.01.2022.pdf

BACKGROUND:

An update to the current EL master plan was made to include two charts which were not included in the plan approved by the board last month.



Pacific Coast Academy

English Learner Master Plan

2022-2023

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MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS 2022-2023

Pacific Coast Academy aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To ensure we reach optimal results for English Learners, we developed this Master Plan, and have aligned it with the four principles of the CA English Learner Roadmap. Doing so will ensure that our ELs learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school.

This plan describes how we identify, serve, and support students who enroll in our school with limited proficiency in the English language. The plan sets forth six goals for this work:

- English Learner (EL) programs will be fully implemented.
- Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
- English Learners will master the English language as efficiently and effectively as possible.
- English Learners will achieve academic success comparable to English Only (EO) students.
- English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
- Hold regular Multilingual Learners Advisory Committee meetings to foster a better involvement of EL parents, thereby increasing the academic achievement of the EL population, advise the School Board, Executive Director, and EL Coordinator, on issues pertaining to English Learners, assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school plans, such as WASC self-study and LCAP.

ENGLISH LEARNER ROADMAP

The EL Roadmap is a new policy, established in 2017 to supersede Prop. 227. This statewide policy is meant to provide a common mission and vision for all CA schools and a roadmap on how to get there. It consists of 4 research based principles:

Principle 1: Assets-Oriented and Needs-Responsive

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

PCA EL MISSION AND VISION

While the state provides a Mission and Vision statement for all schools, Pacific Coast will be working with the MLAC to create a more personalized statement for our school. This will be forthcoming in the 2022-2023 school year.

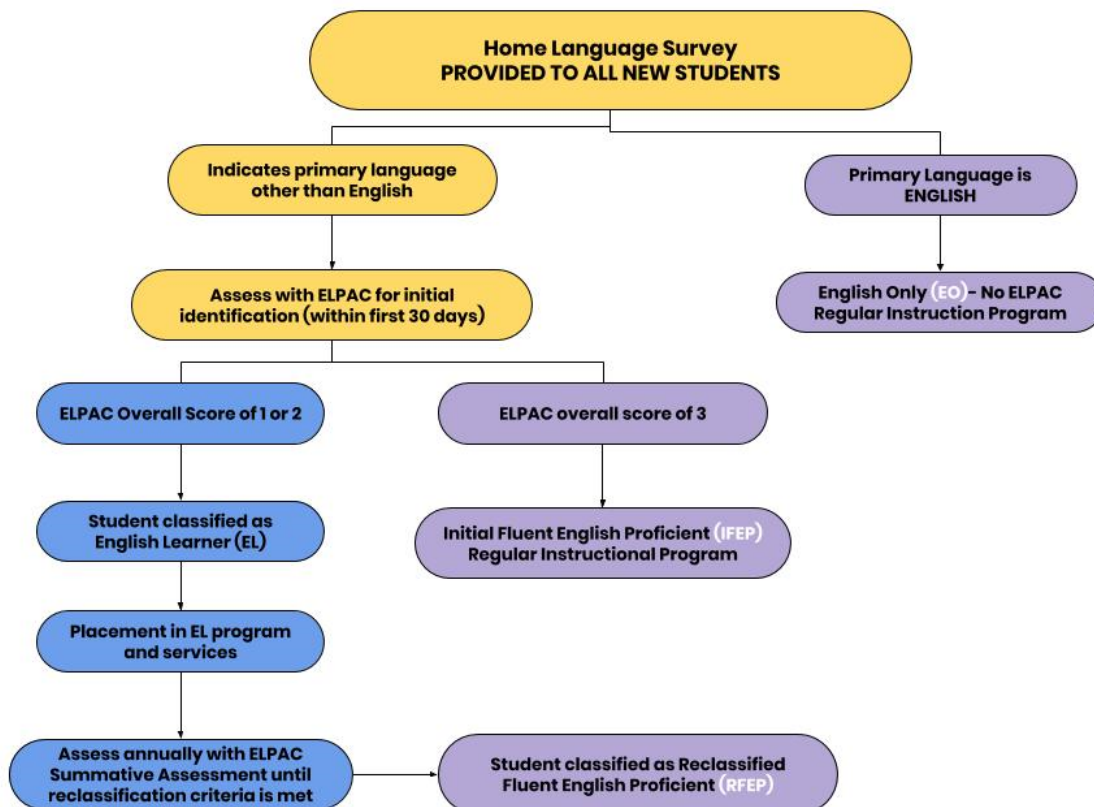
GUIDING PRINCIPLES OF OUR EL PROGRAM

- English Learners (ELs) are held to the same high expectations of learning as all students, and therefore have equal access to the same rigorous academic content that enables them to meet performance standards in all content areas.
- ELs will develop English proficiency in the domains of listening, speaking, reading & writing through daily Designated and Integrated ELD instruction.
- PCA EL department focuses on the whole child, provides targeted academic and social-emotional support when needed, and honors and respects the student's home culture and language.

The academic success of ELs is a shared responsibility that leverages the skills and support of HSTs, the school, and the family.

IDENTIFICATION TOOLS

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders



STEP 1: REGISTRATION, INCLUDING COMPLETION OF THE HOME LANGUAGE SURVEY

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Pacific Coast Academy. The results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English," the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

Assessment		
Initial ELPAC	Within 30 days of enrollment	July 1 – May 30
Initial ELPAC score report and Notification Letter will be mailed after testing. See Appendix		
Summative ELPAC	Given to current EL students	Feb 1 – May 30

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, 3, or 4 the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four domains: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

Effective November 2020, the initial ELPAC will be a computer-based assessment. The official score report is generated by the Test Operations Management System (TOMS) and are readily available once the student has completed all sections of the test. The official results are sent to the parent within 30 days of receipt by the school, along with the Initial ELPAC Notification Letter (see Appendix). ELPAC results are then also maintained in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given the Alternate ELPAC Assessment.

The School will annually assess the ELP and academic progress of each English learner. The School shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations in accordance with the student's individualized education plan (IEP) or Section 504 plan. When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student.

When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment or a Section of either test, even with resources, the student shall be assessed as specified in the student's IEP.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

Level	Description
Initial Fluent English Proficient [IFEP]	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and

	topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication, needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students- the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

STEP 3: PARENT NOTIFICATION OF RESULTS

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive an official notification informing them of their child’s:

- Initial English language proficiency level and how it was assessed
- Official language classification

- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the ~~charter school district~~. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can be met either through the virtual, teacher led ELD class or independently at home through curriculum access provided by the school. In either case, the ELD log will be required to show that the instruction is occurring daily, for a minimum of 30 minutes per day. The log will serve as the work sample for this class.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.
- BrainPOP ELL- brings English language learning to life in your classroom! BrainPOP ELL explores this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more proficiency-based English language learning program appropriate for all ages, at no cost to students.
- MobyMax- creates digital curriculum, assessments, and learning tools for teachers and students in grades K-8.
- In addition, any other school-provided online programs, such as Lexia English, Learning Ally, and Language Tree Online, used in the virtual ELD class or as online licenses/access to the student.

All EL students receive access to the following curriculum:



Please [click here](#) for more information on the school provided curriculum.

Option 1 - ELD Teacher Led ****Recommended****

Classes based on EL level (ELPAC overall score)

- 2 days per week: ELD Support Classes 2x per week (30-45 min depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used
 - Grades TK-5 - Launch to Literacy
 - Grades 6-12 - Link to Literacy, Essentials in Writing, PowerUp

For all Teacher Led courses the ELD Teacher will provide the following:

- Monthly information for AWR
- Grades each semester

Parent will provide the following to HST:

- Work sample for each LP (ELD Log)

Option 2 - Parent Led (Levels determined by ELPAC Score)

All levels:

- Parent responsible for providing ELD Instruction at least 30 minutes per day
- Parent provides HST with ELD log sheet monthly to document ELD instruction and to serve as a work sample
- HST works with family to monitor and verify that D-ELD is occurring
- Curriculum:
 - TK-5: Lexia English
 - 6-12: Language Tree Online
 - Parent also has the option of choosing an entirely different curriculum, as long as it is aligned to the ELD Standards. It must also be **separate and in addition**

to their core language arts curriculum

For all Parent Led courses the Parent will provide and/or collaborate on the following with the HST:

- Monthly information for AWR
- Grades each semester
- Work sample for each LP (ELD Log)

STEP 4: PROGRAM PLACEMENT

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the ELPAC Performance Level Descriptors. They include:

- Student's *overall* proficiency level is moderately developed or higher, *and*
- Proficiency in *each* domain area is somewhat developed or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in a variety of setting based on student need

ELPAC Performance Level & ELD Standards Proficiency Level Descriptors				
	Level 1:	Level 2:	Level 3:	Level 4:
	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
ELPAC Performance Level	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of

		areas.		social and academic contexts.
ELD Standards Proficiency Levels	Emerging	Expanding		Bridging
	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.		Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.
Level of Support	Substantial	Moderate		Light
	Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.		Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Reference Chart		
English Learner Student Typologies		
Typology	Key Characteristics	Considerations
Newcomers	<ul style="list-style-type: none"> In U.S. three years or less Little or no English language proficiency on arrival Some well-prepared in native language, on grade level, others are below Some arrive with many transferable credits, 	<ul style="list-style-type: none"> Special orientation and transitional classes Newcomer class or program High quality literacy-focused English Language Development curriculum Extended time through a five or six-year high school program

	<ul style="list-style-type: none"> others with no transcript records Steady progress through ELS sequence If school offers native-language content courses, credit accrual toward graduation can be rapid Difficulty passing CAHSEE within four-year time frame Academic achievement in terms of grades similar to rest of the school Facing cultural transition 	<ul style="list-style-type: none"> Home language academic content classes Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Well-Educated Newcomer Students	<ul style="list-style-type: none"> In U.S. three years or less Schooling in native country usually excellent Strong literacy skills in home language Rapid movement through ESL sequence Academic achievement in terms of grades exceeds rest of school Often highly motivated Good possibility of graduating in four years 	<ul style="list-style-type: none"> Should not be placed in academic content classes that stall or repeat content they already know High level academic course in home language should be offered where available Mainstream English classes with native language support materials and text If appropriate credit is given for coursework completed in the home country Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Under-Schooled	<ul style="list-style-type: none"> In U.S. several years or less Little to no English language or proficiency Little to no literacy in native language Schooling in native country interrupted, disjointed, inadequate, or no schooling at all Three or more years below grade level in Math Slow acquisition of English-tendency to repeat ESL level Tendency to struggle in academic content classes (D's and F's) Lack of credit accrual, over time Unable to pass CAHSEE 	<ul style="list-style-type: none"> An intensity of approach and focus on English Extended time in high school with fifth and sixth year options Age appropriate materials/curriculum with content support Additional Content Support as needed Special orientation and transitional support Social/Emotional support Deliberate instruction within context of content to learn: How English Works and become proficient in using ii Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Long-Term Limited English Proficient	<ul style="list-style-type: none"> In U.S. 7+ years when entering high school Multiple countries of origin Usually orally fluent in English Reading/writing below level of native English peers Bi-modal academically; some doing well, others not Some have literacy in primary language, others not Some were in bilingual programs, most not Mismatch between student's own perception of academic achievement (high) and actual 	<ul style="list-style-type: none"> Motivation and Engagement Academic Language Rigor Study Skills and Goal Setting Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers LTEL class or program Deliberate instruction within context of content to learn: How English Works and become proficient in using it

	<ul style="list-style-type: none"> grades or test scores (low) Similar mismatch between perception of language ability and reality 	<ul style="list-style-type: none"> Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Over-Age for Grade Level	<ul style="list-style-type: none"> Turned 15 before their 9th grade year; turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year May have gaps in prior schooling or a history of school failure and in-grade retention 	<ul style="list-style-type: none"> Motivation and Engagement Age appropriate materials/curriculum Special orientation and transitional support Social/Emotional support Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Fluent English Proficient, but Struggling Academically	<ul style="list-style-type: none"> Re-designated from limited English proficiency to fully proficient Receiving at least one D or F in core academic Classes Following re-designation, decline in grades and achievement 	<ul style="list-style-type: none"> Focus on Reading Fluency through academic vocabulary Regular participation in Academic Talk/Conversations Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
<p>This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) <i>Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students</i>. California Tomorrow: Oakland, CA.</p>		

STEP 5: PARENT ENGAGEMENT PLAN

The school makes every effort to engage parents and get them involved in their child's education. As such, a Parent Engagement Calendar of Events is created every year. It includes workshops for parents, informational meetings, and educational family events. The calendar is posted on the school's website, shared with families at the beginning of the year, flyers and information appears in the Family Newsletter, and families are invited to attend by their HSTs and the ELD department.

BILITERACY RECOGNITION PROGRAM (BRP) AND STATE SEAL OF BILITERACY (SSB)

Though both of these programs are voluntary, PCA highly recommends them to our EL and RFEP students, as they both encourage and support multiliteracy. Through the use of these two programs, and in alignment with principles 1 and 4 of the EL Roadmap, PCA aims to:

- Recognize students who have demonstrated progress toward proficiency in reading, writing, listening, and speaking in one or more world languages in addition to English
- Honor and affirm students' home languages and cultures
- Value diversity
- Encourage a study of languages toward becoming multilingual
- Certify progress toward biliteracy

AT PROMISE EL STUDENTS & LTELs (LONG TERM ENGLISH LEARNERS)

Pacific Coast Academy will annually run a list of the at-promise ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:

- Virtual Reading Comprehension virtual classes offered by qualified instructors
- Lexia English
- Language Tree Online
- BrainPOP ELL
- Learning Ally
- Rosetta Stone English
- PCA's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

ANNUAL EL AND SUMMATIVE ELPAC NOTIFICATION LETTER

In this combined letter, parents are notified annually of their child's continued status as an EL student, whether their student is identified as Long Term English Learner (LTEL) or At Risk, and also of the requirement to participate in the summative ELPAC in the spring of that school year. The letter also lists ways the parent can help their child be more successful, as well as the PCA reclassification criteria and programs and supports offered. This letter is emailed to families within the first 30 days of each school year. (See Appendix)

STAFFING

Per state and federal law, all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion or passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization, or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Pacific Coast Academy will:

- Ensure appropriate assignments of teachers for English Learners

- Assure that teachers hold proper California Teacher Credentialing (CTC) English Learner authorizations
- Provide information regarding approved programs and exam preparation to teachers who do not hold appropriate certification

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Pacific Coast Academy is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and **charter school district** procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively.
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver option.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

The professional development offered will be designed to improve the instruction and assessment of ELs; designed to enhance the ability of teachers, the Executive Director, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge and teaching skills, as demonstrated through classroom observation.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC, starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and

observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.

RECLASSIFICATION

Pacific Coast Academy reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments, and English language development (ELD) assessments, are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

RECLASSIFICATION POLICY, CRITERIA, AND PROCESS

The EL Designee or coordinator for Pacific Coast Academy will specifically evaluate students who are potentially qualified for reclassification. This will occur upon the release of ELPAC scores by the state.

Per the California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

1. ELPAC Score - Students must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion).
2. Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades and progress on AWRs in English. A grade of C or higher is required. In the case of TK-8 students, their progress toward standard mastery must be Meeting or Exceeding Expectations.
3. Parent Opinion and Consultation - ~~Parents will be strongly encouraged to provide their input and~~

~~opinion on their child's readiness for reclassification.~~ Parents will be consulted and invited to provide input and opinions on their child's readiness for reclassification.

4. English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria is indicated in the chart below.

Criterion 4			
Grade	SBAC (ELA) Performance Level	Minimum Reading Score on STAR360 (Unified Scale Score)	Star Early Literacy (Star Unified Scaled Score)
TK/K	N/A	690	730
1	N/A	742	789
2	N/A	875	N/A
3	Standard Nearly Met / <u>OR</u>	950	N/A
4	Standard Nearly Met / <u>OR</u>	992	N/A
5	Standard Nearly Met / <u>OR</u>	1021	N/A
6	Standard Nearly Met / <u>OR</u>	1050	N/A
7	Standard Nearly Met / <u>OR</u>	1069	N/A
8	Standard Nearly Met / <u>OR</u>	1088	N/A
9	N/A	1105	N/A
10	N/A	1117	N/A
11	Standard Nearly Met / <u>OR</u>	1124	N/A
12	N/A	1129	N/A

PROCESS

1. The EL Designee or coordinator will complete the Reclassification Form for students who meet the first criteria. (See Appendix)
2. The Reclassification Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. Parent opinion/feedback is gathered and entered on the form. They may also consult with the EL Designee or coordinator, and/or teacher regarding their child's reclassification.
4. At this point, if everyone is in agreement, the student is then redesignated RFEP. A Parent Notification Letter of Reclassification is mailed to the parents. (See Appendix)
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and the process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or coordinator to consider the alternative reclassification criteria and form. The IEP team, to include the parent and the EL Designee or coordinator, will discuss and complete the form. If the student is found to meet this criterion, he/she will then be reclassified to RFEP, and four-year monitoring will commence, as with all other RFEP students. (See Appendix)

RFEP MONITORING

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continuous

monitoring of that student. Pacific Coast Academy will monitor RFEPs once per year over the course of the four years, using our new EL monitoring platform, ELlevation.

If at any point, the student is scoring below grade level, intervention measures will be put in place so as to ensure that the student is receiving as much support as possible toward maintaining English language proficiency and academic growth.

In addition to the formal monitoring, there will be a minimum of three times per year that the EL coordinator works in tandem with the HST to monitor student progress. During these times, a review of the following will take place: core curriculum, specific curriculum for designated ELD, Star 360 scores, and any other intervention resources that the student might be utilizing.

Furthermore, HSTs are specifically monitoring EL student progress during their monthly LP meetings and then documenting in the Roster Checklist, which will be reviewed by the HST's Regional Coordinator and EL Coordinator, when appropriate.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC)

Pacific Coast Academy maintains a functioning advisory committee primarily composed of representative parents or guardians of English learners.

Pacific Coast Academy is a single LEA charter school, Pacific Coast Academy will hold Multilingual Learners Advisory Committee meetings a minimum of 5 times per year. The schedule of meetings is posted on the school's website, shared with families at the beginning of the year, flyers and information appears in the Family Newsletter, and families are invited to attend by their HSTs and the ELD department.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC) BYLAWS

Article I: Name of Committee

The name of the committee shall be Pacific Coast Academy Multilingual Learners Advisory Committee (MLAC) or PCA MLAC.

Article II: Purpose and Responsibilities

The purpose of the MLAC is to:

- Advise the School Board, Executive Director, and Director of ELD, on issues pertaining to English Learners (ELs)
- Foster a better involvement of EL parents, thereby increasing academic achievement of the EL population
- Assist in the development of the school's needs assessment
- Provide input on formal school plans, such as WASC self study and LCAP.

Article III: Membership

- Members are elected by parents or guardians of English Learners

- Each member may serve for a one-year term and is entitled to one vote, when matters are voted upon
- Composition of the MLAC will constitute no less than 51% parents of EL students
- Site ELAC members will vote to select at least one member to serve on Multilingual Learners Advisory Committee (MLAC)

Article IV: Officers

- Nominations for the two officer positions will be solicited at the first MLAC meeting of the school year.
- All Nominees will be added to a ballot, which will be voted on by members of the MLAC. As such, officers are elected by EL parents
- The Role of President shall:
 - Consult with parents and MLAC members to solicit feedback for topics of interest or need at future meetings
 - Collaborate with Executive Director or Director of ELD to plan meeting agendas
 - Opens meetings and welcomes members
 - Adjourns meetings and reminds committee of the date of next meeting
 - Hold the position for two years
- The Role of Vice-President shall:
 - Fill in for the president, in his/her absence
 - Read for approval of minutes from previous meeting
 - Hold the position for two years
- A member's membership in the MLAC ceases once they no longer have an EL student at the school, due to reclassification, graduation, or withdrawal.
- In case of officer vacancies, re-elections will be held.

Article V: Meetings and Quorum

- Meetings will occur a minimum of five times per school year, to be held every other month.
- Meeting agendas will be posted on the school's website and are open to the public
- MLAC members will receive an email invite and reminder of the meeting, in addition to the posting.
- Meetings will still take place with less than 51%, a quorum, of the members present, but no official action or vote will be considered valid unless a quorum is met.

Article VI: Ratification and Amendments of Bylaws

Bylaws will be ratified and adopted every two years when a quorum of the committee votes to adopt. In the event that an amendment is required, it too will be brought to the vote of the committee members and passed with a quorum, 51% vote.

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of:

<<First Name>> <<Last Name>>

<<Address 1>>

<<Address 2>>

Student ID# <<SSID>>

Grade: <<Tested Grade>>

School: <<LEA Name>>

Test Date: <<Date Testing Completed>>

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: <<Overall Performance Level>> Score: <<Overall Score>>
Oral Language (Listening and Speaking)	<<Oral Level>>
Written Language (Reading and Writing)	<<Written Level>>

Based on the results of the English language proficiency assessment, your child has been identified as an <<Calculated ELAS>> student. Their Student Score Report can now be accessed electronically through your [parent portal in School Pathways](#).

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note that this does not change your student's homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This ~~charter school's district's~~ exit

(reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Pacific Coast Academy EL Master Plan
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Student progress as observed by a teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Option

In addition to the instructional support provided by your homeschool teacher, Pacific Coast Academy offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

All EL students receive access to the following curriculum:		
TK-4	5-8	9-12
<ul style="list-style-type: none"> BrainPOP ELL (ELD) Lexia English (ELD) Learning Ally (supplemental) MobyMax (supplemental) 	<ul style="list-style-type: none"> BrainPOP ELL (ELD) Lexia English (ELD) Learning Ally (supplemental) MobyMax (supplemental) IXL (supplemental) 	<ul style="list-style-type: none"> Language Tree Online (ELD) Learning Ally (supplemental) Shmoop (full curriculum) IXL (supplemental)

In addition to the above provided curriculum, we strongly recommend the **Virtual Teacher-led ELD Class**. It will provide a twice per week 45-minute session focused on designated EL instruction, with individualized support and instruction using other supplemental EL curriculum and materials taught by our ELD teacher. To sign up for this class, please ask your teacher to enroll your child.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Yolanda Osborne

Director of School Support

(619) 993-0621 yolanda.osborne@pacificcoastacademy.org

ANNUAL ENGLISH LEARNER NOTIFICATION LETTER

Dear Parent(s) or Guardian(s) of <<First>>:

Each year, we are required by State and federal laws, to assess your child and notify you of your child's proficiency level in English. **Your child continues to be identified as an English learner.**

Long Term English Learner (LTEL)/ At Risk of Becoming a Long Term English Learner (ARLTEL)

[AB 81](#) requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL).

Your student is identified as (check if applicable):

- ☐ Long Term English Learner ☐ At Risk of Becoming a Long Term English Learner

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

If your student is identified as LTEL or At Risk, above, we strongly suggest that you choose to meet the requirements of the Designated ELD instruction portion of their school day, by enrolling them in the virtual, ELD class, taught by one of our ELD teachers. You can contact your HST for more information.

Identifying students who need help learning English is important so they can get the support they need to become proficient in English and succeed in their academic curriculum.

Your child has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Additional Instructional support is added by your child's teacher as needed. Please note that this does not change your student's homeschool teacher.

The Summative English Language Proficiency Assessments for California, or "Summative ELPAC," is the annual test used to measure how well students understand English and how each student is progressing in the areas of listening, speaking, reading, and writing. Information from the ELPAC tells your child's

teacher about the areas in which your child needs extra support.

This spring, your child will take the Summative ELPAC.

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading and writing skills to help support their progress.
- You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org>

The goal of a language acquisition program is for EL students to become proficient in English and to meet state academic achievement measures. The Pacific Coast Academy reclassification (exit) criteria are listed below.

Required Criteria	Pacific Coast Academy Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher provides input on the student's readiness for reclassification based on overall grades, scores, work samples, etc.
Parental Opinion and Consultation	Parent provides opinion on their child's readiness for reclassification.
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> ● Progress in English and Math class ● Scores on Star 360 ● Scores on CAASPP

Supports and Programs Offered by Pacific Coast Academy

Your teacher can help you with these supports.

- Visit the EL Resources Page on our school's website to find more resources and information on the following:
 - Free online resources
 - EL Welcome Letter
 - MLAC meeting schedule and agendas.
- School provided EL curriculum
- Calendar of Meetings and Workshops for parents

To learn more about the ELPAC, go to the California Department of Education Parent Guides to

Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

Should you have questions regarding your child's instructional placement, programs or taking the ELPAC, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Yolanda Osborne

Director of School Support

(619) 993-0621

yolanda.osborne@pacificcoastacademy.org

EVIDENCE FORM - INITIAL ELPAC CORRECTION: CORRECTING ELAS FROM EL TO IFEP

Complete all information below and email, along with documentation to Yolanda Osborne at yolanda.osborne@pacificcoastacademy.org

HST Name	Student Name
SSID	Grade
List of evidence attached	
1. Reading	
2. Writing	
3. Listening	
4. Speaking	
Additional teacher comments and observations	
Teacher Signature	Date
Parent Signature	Date
Final Outcome - Student ELAS will be corrected to IFEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Director of ELD	Date

PARENT NOTIFICATION LETTER OF RECLASSIFICATION

Dear Parent or Guardian of:

State and federal laws require all ~~school districts and~~ public charter schools in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been administered the ELPAC for this year, and we have received those scores. We reviewed your child's performance on this test and also took into consideration:

- An evaluation of your child's academic performance, including, but not limited to, a review of curriculum mastery by one or more of his/her teachers
- Your child's performance in basic skills (e.g., state assessments known as Smarter Balanced Assessment and school benchmarks known as Star 360)
- Your opinion and feedback about your child's proficiency in English and readiness to be reclassified.

Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as reclassified fluent English proficient (RFEP). Please see attached reclassification form for scores and further details.

Please know that we will continue to monitor your child's academic progress specifically related to English proficiency. We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your HST, or they can also be directed to me as well.

Sincerely,

Yolanda Osborne
Director of School Support
(619) 993-0621
yolanda.osborne@pacificcoastacademy.org

RECLASSIFICATION FORM FOR ENGLISH LEARNERS WITH DISABILITIES

POLICY, FROM PCA EL MASTER PLAN:

Reclassifying English Learners with Disabilities

The reclassification criteria process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than the language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or Coordinator to consider the alternative reclassification criteria and form. The IEP team, to include parents(s)/guardian(s) and the EL Designee/Coordinator, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.

1. Indicate which ELPAC version the student completed <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative Version				
2. ELPAC Scores		3. English Language Proficiency/Academic Performance		
Overall Performance Level Score of 4?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Comparison of Basic Skills Data	English	Math
Domain Scores		Grades/Progress on		
Reading		AWRs		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other		
4. Has the student met language proficiency criteria as assessed by ELPAC? <input type="checkbox"/> Yes <input type="checkbox"/> No				
5. If the student's overall proficiency level was below level 4, list other informal measures of proficiency the reclassification team used to determine that it is likely the student is proficient in English.				
6. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency in the ELPAC? <input type="checkbox"/> Yes <input type="checkbox"/> No				

<input type="checkbox"/> Student's performance is commensurate with his/her ability, due to his/her disability. <input type="checkbox"/> Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English learners. <input type="checkbox"/> Student's errors are indicative of a student with his/her disability versus a language barrier. <input type="checkbox"/> Other/also:	
8. Was an English proficiency goal written into the student's IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Did the student meet the English proficiency goal in their IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? <input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Teacher Evaluation of Academic Progress (including, but not limited to curriculum mastery)	
12. Parent/Guardian Opinion and Consultation	
Final Outcome - Student will be reclassified: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Signature	Director of ELD
Parent/Guardian Signature	Official RFEP Date
Case Carrier	IEP Team Member
IEP Team Member	IEP Team Member
Participants in RFEP process, if different than IEP team mentioned above	

PCA K-12 TEACHER INPUT FOR RECLASSIFICATION

RECLASSIFICATION – PCA 8/12/2022

Student #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student has received an Overall Level 4 on the most recent ELPAC assessment and therefore qualifies for Reclassification to English Fluent Proficient. A score of "4" meets criteria ONE of FOUR for reclassification. The remaining criteria for reclassification.

Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Entered EL		Exited EL			

Monitoring Questions

1. Student's Current ELA grade (A, B, C, D, F or EE, ME, BE, AR)
2. Teacher Evaluation of Academic Progress This includes comments, but not limited to, curriculum mastery.
3. Parent/Guardian Opinion and Consultation Please solicit parent feedback and opinion on reclassification and English proficiency
4. Please indicate date that contact with parent/guardian was made.

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input type="checkbox"/>	Yes - Student is recommended for reclassification
<input type="checkbox"/>	No - Student is not recommended for reclassification

Signatures

Subject _____

Date: _____

K-12 RFEP STUDENT MONITORING

RFEP STUDENT MONITORING – PCA 8/12/2022

Student #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's HST, your feedback is necessary. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Exited Monitoring Status		Date Monitored Since			

Monitoring Questions

1. Is student making expected growth in acquiring academic content knowledge?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
2. Are the student's Language Arts grades a C or better (6th-12th) or "Meeting Expectations" (TK-5th)?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
3. If you answered "no" to the question above, please explain. (poor attendance, missing assignments, etc.)	
4. Are supports beyond tier 1 necessary?	
<input type="checkbox"/>	Yes

	No
5. If you answered yes on previous question, please describe further. Specific academic need, description of specific support beyond tier 1, performance target (SMART goal)	
6. List any interventions the student is currently enrolled in	

Recommendation

As a HST for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, this student:

Select one	
	Displays Adequate Progress - student shows adequate progress in the classroom
	Needs Intervention - student is recommended for intervention

Signatures

Subject _____

Date: _____

Coversheet

Compensation Policy and Stipend Chart

Section: IV. Consent Agenda
Item: E. Compensation Policy and Stipend Chart

Purpose:
Submitted by:

Related Material:

PCA 2022-2023 Stipend Chart_v2_Rev 8.23.2022_Redlined 9.01.2022.pdf

PCA 2022-2023 High School Program Coordinator Salary Schedule_Redlined 9.02.2022.pdf

BACKGROUND:

An update is being made to the current Compensation Policy and Stipend Chart. The following updates were made:

1. We are creating a new position called High School Program Coordinator. A salary schedule for the High School Program Coordinator has now been included in the policy.
2. Verbiage was updated on the stipend chart for the SPED Extra Student Teacher

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Academic Decathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Decathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	28
Academic Pentathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Pentathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
CHYA	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Counselor - Pupil Personnel Services (PPS)	\$8,500	Paid to PPS credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor Extra Section	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4 th section
Elevate Lead Teacher	\$6,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Elevate Lead Teacher Summer	\$300	Assigned Position: Paid to certificated teachers (12) who will develop and plan the Elevate program for the start of the school year.	Eligibility starts at the beginning of June.	Paid bimonthly for the month of June.	N/A
Extended School Year (ESY)	\$3,500	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
Extra Student	\$100/month/student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 High School RC: 10 Intervention/ELD: 24
High School Academic Support Coordinator	\$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections.	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility once the teacher begins teaching the additional section.	Paid bimonthly over 10 months of the student calendar.	5 Sections, additional pay begins for 6th section.
Highly Qualified Teacher Summer School	\$31.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$500/ teacher/ semester	Paid to credentialed teachers who work with teachers who are working toward clearing their credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Lead Enrollment Specialist	\$1,500	Assigned Position: Paid to an experienced employee who takes lead during the enrollment window.	Eligibility starts during the enrollment window; April-June.	Paid when work has been completed.	N/A
Library Specialist Team Lead	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$3,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$125 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Mileage	\$2,500 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
MOU Coordinator	\$8,400	Assigned Position: Paid to designated director to provide support for all employees that are on the shared staff MOU.	Eligibility starts at the beginning of the school year paid July-June.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Occupational Therapist Extended School Year	\$3,500	Paid to Occupational Therapists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
Phone/ Internet/ Utilities	\$956.16	Provided to all employees for work expense, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	\$39.84 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A
Robotics Teacher (Competition Team)	\$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Spark Teacher	\$9,000	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Spark Teacher Retention	up to \$3,000	Assigned Position: Paid to designated Spark Teachers based on student retention and performance.	Eligible teachers will be selected and notified in January.	Paid bimonthly from February - May.	N/A
Spark Teacher Sub	\$31.00/ with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering a Spark class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Special Programs Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
SPED Assessment Team Overage	\$150 per additional assessment	Education specialists completing more than 15 assessments per month will be provided \$150 for each additional assessment.	Stipend is earned after the IEP meeting is held.	Paid as lump sum after completion of the work.	N/A-15
SPED Extra Student Teacher	Mild/Moderate \$150/month per extra student. Moderate/ Severe or Moderate/ Severe Transition \$400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive \$150/month per student in the Mild/Moderate program, \$400/month per student in the Moderate/Severe program or M/S transition program.	Eligibility starts once rosters surpass required roster limits (which may be retroactive to the start of the 2021-2022 school year).	Paid bimonthly over 10 months; August - May.	N/A Mild/Mod 22 Mod/Severe 9
SPED Extra Student Sub	\$150/month/ student while carrying extra students on caseload.	If the Deputy Executive Director of SPED assigns additional students to the employee's full-time load, the employee will receive \$150/month per student.	Becomes eligible upon covering a roster as a substitute.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = \$1,500 Up to .5 in-person (20 hours per week) = \$3,000 Up to .75 in-person (30 hours per week) = \$4,500 Up to 1.0 - in-person (40 hours per week) = \$6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Lead Extended School Year (ESY) Teacher	\$1,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY	Paid as lump sum after completion of the work	N/A
SPED Lead Teacher	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
SPED Summer Training	\$300 per each day of training	Paid to new staff assigned to training over the summer.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Extended School Year	\$3,500	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
Speech Pathologist Lead	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first workday.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Testing Team Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
High School Program Coordinator
July 1, 2022-2023 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000

*High School Program Coordinators must teach a minimum of 2 class sections.

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements are not guaranteed and are subject to the charter's operational needs and/or budget approved by the school board.