



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday January 25, 2024 at 6:00 PM PST

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Public Comments			
D. Approval of Agenda	Vote	Benjamin Fung	1 m
E. Executive Director's Report		Krystin Demofonte	10 m
II. Academic Excellence			6:13 PM
A. 2022-2023 School Accountability Report Card(SARC)	Vote	Gillian Simcox	10 m
B. Mid-Year LCAP Update	FYI	Rupi Boyd	10 m

	Purpose	Presenter	Time
III. Finance			6:33 PM
A. December Financials	Vote	Kate Eng	10 m
IV. Other Business			6:43 PM
A. 2024-2025 School Calendars	Vote	Krystin Demofonte	5 m
B. FCMAT Recommendation Response & AB 139 Extraordinary Audit letter	FYI	Krystin Demofonte	10 m
C. Resolution Regarding Curriculum Fair	Vote	Krystin Demofonte	5 m
V. Consent Agenda			7:03 PM
<p>The items below form our consent agenda. The items are considered by the Executive Director to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business. The last item in this section is a single vote to approve the items en masse.</p>			
A. Approve Minutes	Approve Minutes		
Approve minutes for Regular Scheduled Board Meeting on December 14, 2023			
B. 403b Plan Document			
C. Comprehensive School Safety Plan			
D. Independent Study Policy			
E. Harassment Discrimination Intimidation and Bullying Prevention Policy			
F. Suspension and Expulsion Policy			
G. Invoices over \$100,000			
H. Approve Consent Agenda			1 m
This Is The Vote To Approve The Consent Agenda Items.			
VI. Closed Session			7:04 PM

	Purpose	Presenter	Time
A. Conference with Labor Negotiators: Executive Director			15 m
VII. Other Business			7:19 PM
A. Executive Director Compensation	Vote	Benjamin Fung	10 m
VIII. Closing Items			7:29 PM
A. Announcement of Next Scheduled Meeting- March 14 at 6:00pm	FYI	Benjamin Fung	1 m
B. Adjourn Meeting	Vote		

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. Please 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

2022-2023 School Accountability Report Card(SARC)

Section:	II. Academic Excellence
Item:	A. 2022-2023 School Accountability Report Card(SARC)
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT_PCA School Accountability Report Card.pdf

Pacific Coast Academy

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address: 13915 Danielson St. #103 Poway, CA , 92064-8884	Principal: Krystin Demofonte, Executive Director
Phone: (858) 442-0887	Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Krystin Demofonte, Executive Director

📍 Principal, Pacific Coast Academy

About Our School



Dear Homeschooling Families,

A warm welcome to each of you as you embark on an exciting homeschooling journey with our esteemed institution. At Pacific Coast Academy, we are thrilled to have your family join our educational community and are committed to supporting you every step of the way.

We understand that transitioning to homeschooling can be a new and sometimes challenging experience, but please know that we are here to provide guidance, resources, and unwavering support to ensure a fulfilling and successful learning adventure for your children.

We want to introduce you to our School Accountability Report Card (SARC), a valuable resource designed to offer insight into our school's academic performance, environment, and programs. This report serves as a tool to better understand our institution and its commitment to providing quality education.

Moreover, we genuinely value your feedback and suggestions. Your insights are incredibly important to us as we strive for continuous improvement and aim to tailor our educational offerings to meet the needs of our diverse and dynamic community. Please feel free to reach out to us with any thoughts or ideas you may have. Your input is highly appreciated and plays a pivotal role in shaping the educational experience we provide.

Once again, welcome to Pacific Coast Academy. We are excited to partner with your family on this educational journey and are here to ensure that your experience with us is rewarding, enriching, and filled with growth opportunities for your children.

Warm regards,

Krystin Demofonte

Executive Director

Contact

Pacific Coast Academy
13915 Danielson St. #103
Poway, CA 92064-8884

Phone: [\(858\) 442-0887](tel:(858)442-0887)

Email: krystin.demofonte@pacificcoastacademy.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Johnson, Bradley
Email Address	bradley.johnson@dehesasd.net
Website	www.dehesasd.net/

School Contact Information (School Year 2023–24)

School Name	Pacific Coast Academy
Street	13915 Danielson St. #103
City, State, Zip	Poway, CA , 92064-8884
Phone Number	(858) 442-0887
Principal	Krystin Demofonte, Executive Director
Email Address	krystin.demofonte@pacificcoastacademy.org
Website	www.pacificcoastacademy.org
County-District-School (CDS) Code	37680490136416

Last updated: 1/8/24

School Description and Mission Statement (School Year 2023–24)

The mission of Pacific Coast Academy is to develop the individual gifts of our students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st Century. Our academic program is designed to be highly flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support, including interventions
- A child's optimal learning modalities
- Seemingly limitless enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

Schoolwide Learner Outcomes

Our Pacific Coast Academy student-centered goals or Schoolwide Learner Outcomes (SLOs) reflect our school vision, state College and Career Readiness metrics, and our desire to provide a holistic education.

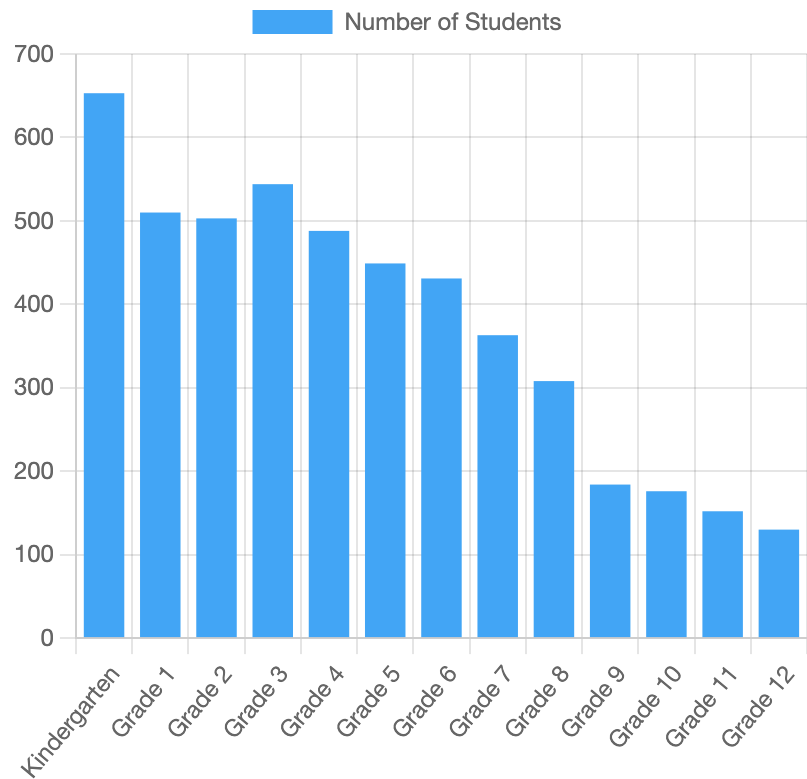
Pacific Coast Academy Students Are:

- Inquisitive learners who are investigative and inquiring. They ask probing questions and desire to learn more.
- Navigators of the digital world who proficiently use technology, media, and online resources.
- Self-Directed and motivated students who can set attainable to achieve academic success.
- Capable of personalizing their education to thrive in the style that best fits their individual needs.
- Developing critical thinkers who can problem-solve, take ownership, and apply their knowledge to resolve various situations.
- Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Last updated: 1/8/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	653
Grade 1	510
Grade 2	503
Grade 3	544
Grade 4	488
Grade 5	449
Grade 6	431
Grade 7	363
Grade 8	308
Grade 9	184
Grade 10	176
Grade 11	152
Grade 12	130
Total Enrollment	4891



Last updated: 1/8/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	49.90%	English Learners	1.90%
Male	50.10%	Foster Youth	0.10%
Non-Binary	0.00%	Homeless	1.00%
American Indian or Alaska Native	0.50%	Migrant	0.00%
Asian	2.70%	Socioeconomically Disadvantaged	37.90%
Black or African American	1.60%	Students with Disabilities	11.40%
Filipino	1.20%		
Hispanic or Latino	29.50%		
Native Hawaiian or Pacific	0.20%		

Student Group	Percent of Total Enrollment
Islander	
Two or More Races	8.80%
White	53.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	100.80	53.73%	232.00	55.47%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.50	0.80%	1.50	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	0.55%	1.50	0.37%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	76.70	40.88%	166.20	39.75%	12115.80	4.41%
Unknown/Incomplete/NA	7.50	4.03%	16.90	4.04%	18854.30	6.86%
Total Teaching Positions	187.70	100.00%	418.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	119.90	62.64%	271.40	63.09%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.13%	1.40	0.34%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	71.00	37.11%	156.00	36.27%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	0.11%	1.20	0.30%	15831.90	5.67%
Total Teaching Positions	191.40	100.00%	430.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.20

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	76.70	71.00
Total Out-of-Field Teachers	76.70	71.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.30%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70%	0.7%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2022

We are an Independent Study Schools. Students have a variety of approved curriculum to select one that best meets their individual learning needs.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted ELA curricula include K12 (gr. TK-5), McGraw Hill Redbird (gr. K-7), and Edgenuity (gr. 6-12).	Yes	0
Mathematics	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted math curricula include K12 (gr. TK-5), McGraw Hill Redbird (gr. K-7), ALEKS (gr. 3-12), and Edgenuity (gr. 6-12).	Yes	0
Science	We are an independent study school. Students and	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted science curricula include K12 (gr. TK-5), and Edgenuity (gr. 6-12).		
History-Social Science	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted history-social studies curricula include K12 (gr. TK-5), and Edgenuity (gr. 6-12).	Yes	0
Foreign Language	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs.	Yes	0
Health	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	We offer the CHYA program using the grade-level Rights, Respect, and Responsibility curricular materials (Advocates for Youth) to students in grades 8 and 9.		
Visual and Performing Arts	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/8/24

School Facility Conditions and Planned Improvements

Pacific Coast Academy is a nonclassroom-based charter school. We make great efforts to ensure that our administrative facility is clean, safe, and functional. To assist in this effort, staff members use a facility survey

instrument developed by the State of California OPSC. The administrative office facilities are in good condition.

Last updated: 1/8/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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Last updated: 1/8/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	49%	49%	49%	49%	47%	46%
Mathematics (grades 3-8 and 11)	33%	34%	34%	35%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2749	2710	98.58%	1.42%	48.93%
Female	1367	1341	98.10%	1.90%	51.35%
Male	1379	1366	99.06%	0.94%	46.59%
American Indian or Alaska Native	12	11	91.67%	8.33%	63.64%
Asian	81	81	100.00%	0.00%	76.54%
Black or African American	38	38	100.00%	0.00%	26.32%
Filipino	39	39	100.00%	0.00%	69.23%
Hispanic or Latino	803	794	98.88%	1.12%	40.08%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	316	310	98.10%	1.90%	55.16%
White	1454	1431	98.42%	1.58%	50.91%
English Learners	55	55	100.00%	0.00%	5.45%
Foster Youth	--	--	--	--	--
Homeless	33	31	93.94%	6.06%	38.71%
Military	197	191	96.95%	3.05%	47.37%
Socioeconomically Disadvantaged	1032	1012	98.06%	1.94%	43.42%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	366	360	98.36%	1.64%	27.30%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2749	2709	98.54%	1.46%	34.12%
Female	1367	1342	98.17%	1.83%	30.95%
Male	1379	1364	98.91%	1.09%	37.32%
American Indian or Alaska Native	12	11	91.67%	8.33%	45.45%
Asian	81	81	100.00%	0.00%	66.67%
Black or African American	38	37	97.37%	2.63%	5.41%
Filipino	39	39	100.00%	0.00%	51.28%
Hispanic or Latino	803	795	99.00%	1.00%	24.91%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	316	310	98.10%	1.90%	40.00%
White	1454	1430	98.35%	1.65%	36.32%
English Learners	55	55	100.00%	0.00%	12.73%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	33	31	93.94%	6.06%	16.13%
Military	197	191	96.95%	3.05%	31.05%
Socioeconomically Disadvantaged	1032	1011	97.97%	2.03%	25.62%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	366	360	98.36%	1.64%	19.78%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	40.40%	38.36%	50.00%	21.43%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1010	999	98.91%	1.09%	38.38%
Female	508	501	98.62%	1.38%	35.20%
Male	501	497	99.20%	0.80%	41.45%
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00%	0.00%	67.86%
Black or African American	17	17	100.00%	0.00%	29.41%
Filipino	--	--	--	--	--
Hispanic or Latino	307	304	99.02%	0.98%	27.96%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	117	116	99.15%	0.85%	48.28%
White	524	518	98.85%	1.15%	40.43%
English Learners	23	23	100.00%	0.00%	8.70%
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00%	0.00%	8.33%
Military	57	57	100.00%	0.00%	39.29%
Socioeconomically Disadvantaged	372	364	97.85%	2.15%	28.57%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with	147	146	99.32%	0.68%	18.62%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

During the 2022-2023 school year, Pacific Coast Academy offered CTE courses in the Fashion and Interior Design (FSN) and Information and Communication Technologies (INF) sectors.

Courses offered in the Fashion and Interior Design (FSN) sector during the 22-23 school year are as follows:

- Introduction to Fashion and Interior Design
- Intermediate Fashion Design and Merchandising
- Intermediate Interior Design
- Advanced Fashion Design and Merchandising A/B
- Advanced Interior Design A/B

The following list shows the classes offered in the Information and Communication Technologies (INF) sector:

- Introduction to Games and Simulation
- Introduction to Web and Social Media Programming
- Intermediate Games and Simulation
- Intermediate Web and Social Media Programming
- Advanced Games and Simulation
- Advanced Web and Social Media Programming

Last updated: 1/8/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.48%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	19.63%

Last updated: 1/8/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99.13%	99.13%	99.13%	99.13%	99.13%
7	97.49%	97.49%	97.49%	97.49%	97.49%
9	96.53%	96.53%	96.53%	96.53%	96.53%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

?

We provide all educational partners an opportunity to participate in our school's governance. We communicate opportunities to provide input in our decision-making process via surveys, committee meetings (LCAP Advisory Committee, Multilingual Learner Advisory Committee), emails, social media,

and our school website. To increase the transparency and quality of feedback from families, we provide appropriate translation services during meetings.

State Priority: Pupil Engagement

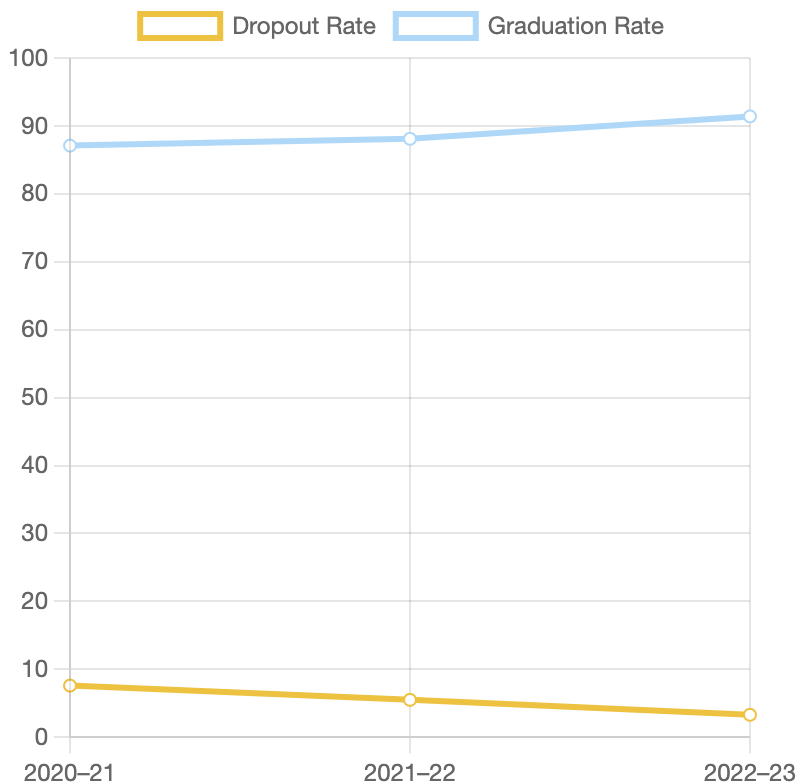
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	7.6%	5.5%	3.3%	18.9%	17.4%	8.0%	9.4%	7.8%	8.2%
Graduation Rate	87.1%	88.1%	91.4%	66%	70.8%	73.6%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	151	138	91.4%
Female	73	66	90.4%
Male	78	72	92.3%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	47	43	91.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	14	13	92.9%
White	83	76	91.6%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	87	77	88.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	28	22	78.6%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	5338	5202	66	1.3%
Female	2656	2590	34	1.3%
Male	2679	2609	32	1.2%
Non-Binary	3	3	0	0.0%
American Indian or Alaska Native	33	28	1	3.6%
Asian	137	135	2	1.5%
Black or African American	93	88	5	5.7%
Filipino	62	62	1	1.6%
Hispanic or Latino	1590	1542	31	2.0%
Native Hawaiian or Pacific Islander	13	12	1	8.3%
Two or More Races	464	457	4	0.9%
White	2807	2748	19	0.7%
English Learners	133	127	7	5.5%
Foster Youth	11	11	4	36.4%
Homeless	68	68	5	7.4%
Socioeconomically Disadvantaged	2050	1993	39	2.0%
Students Receiving Migrant Education Services	2	2	2	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	700	675	15	2.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.04%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

Our safety planning committee updates our comprehensive safety plan by March of each year (our current safety plan was adopted in January 2023). We consult all appropriate agencies, including the fire and police departments. Our comprehensive school safety plan components include (not an exhaustive list):

- Child abuse reporting procedures
- Emergency procedures
- School discipline

Last updated: 1/8/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	185		
1	3.00	148		
2	3.00	149		
3	3.00	157		
4	3.00	159		
5	3.00	143		
6	2.00	145		
Other**	5.00	23		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	199		
1	4.00	128		
2	4.00	136		
3	4.00	133		
4	3.00	136		
5	3.00	134		
6	3.00	139	1	
Other**	3.00	11		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	218	0	0
1	4.00	129	0	0
2	4.00	127	0	0
3	4.00	128	0	0
4	3.00	157	0	0
5	3.00	130	0	0
6	3.00	144	1	0
Other**	3.00	11	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	262	2	3
Mathematics	2.00	276	2	1
Science	2.00	210		2
Social Science	2.00	237	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	280	2	1
Mathematics	2.00	226	4	2
Science	3.00	183	4	1
Social Science	2.00	205	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	252	1	3
Mathematics	3.00	214	1	3
Science	3.00	165	3	1
Social Science	3.00	191	0	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	1956.4

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.70
Social Worker	
Nurse	1.50

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	6.70
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11325.00	\$2142.00	\$9183.00	\$87486.00
District	N/A	N/A	--	\$64174.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$75753.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

We offer various programs and services to support students and families, and we align all programs and services with our Local Control and Accountability Plan (LCAP). These programs and services include the following:

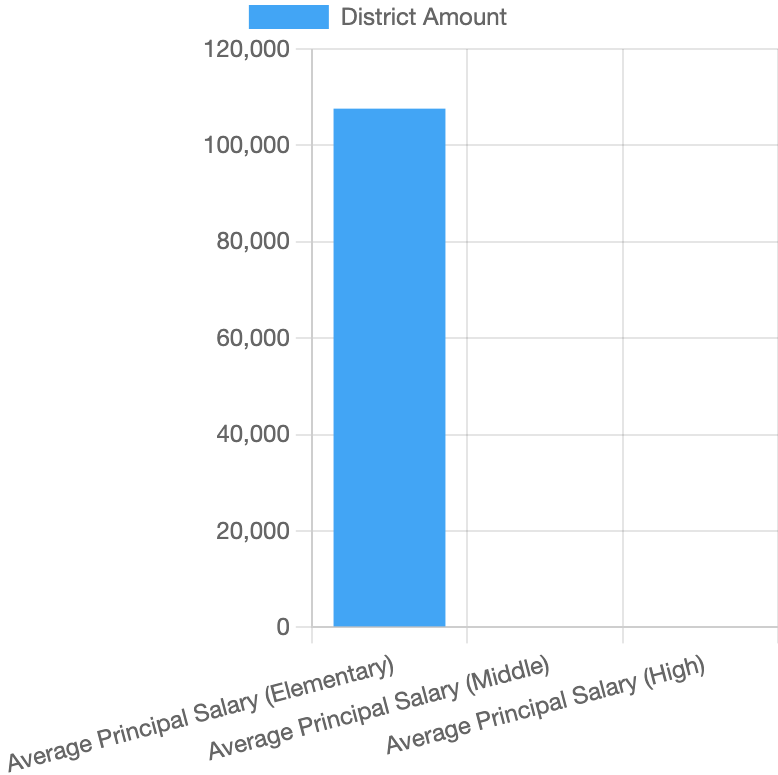
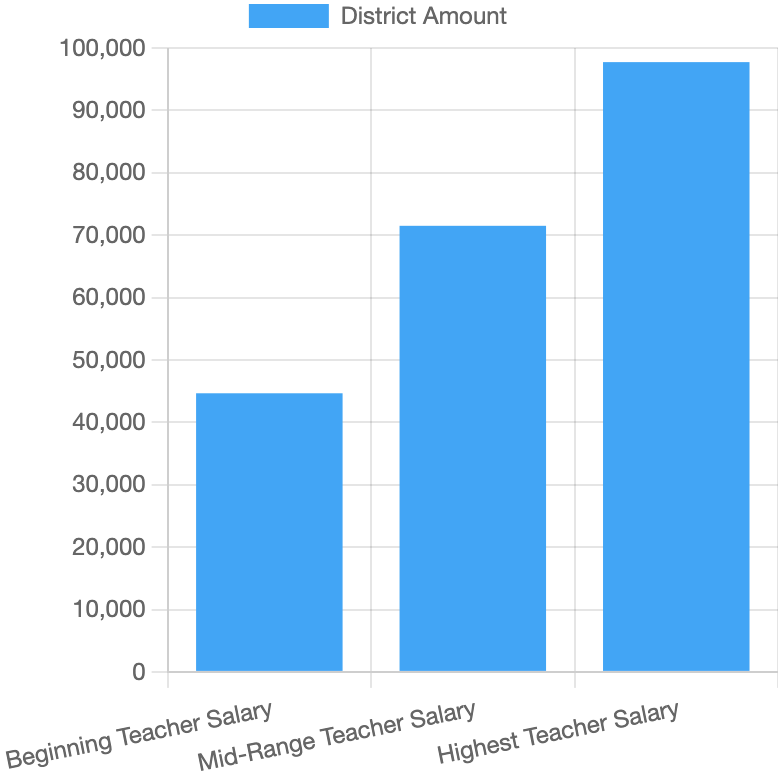
- Comprehensive professional learning for staff, including for English Language Learners.
- Standards-aligned diagnostic and interim student academic assessments to inform our practice.
- Tiered academic and social-emotional supports.

Last updated: 1/8/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44657.00	\$48480.69
Mid-Range Teacher Salary	\$71499.00	\$73129.10
Highest Teacher Salary	\$97736.00	\$99406.48
Average Principal Salary (Elementary)	\$107625.00	\$117381.01
Average Principal Salary (Middle)	\$0.00	\$128157.93
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$185812.00	\$138991.00
Percent of Budget for Teacher Salaries	14.97%	29.34%
Percent of Budget for Administrative Salaries	8.54%	5.99%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 1.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	3
Total AP Courses Offered*	9

* Where there are student course enrollments of at least one student.

Last updated: 1/8/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	14

Last updated: 1/8/24

Coversheet

Mid-Year LCAP Update

Section:	II. Academic Excellence
Item:	B. Mid-Year LCAP Update
Purpose:	FYI
Submitted by:	
Related Material:	PCA Mid Year LCAP Update January .pptx

Pacific Coast Academy Mid Year LCAP Update



January 2024

Student Population

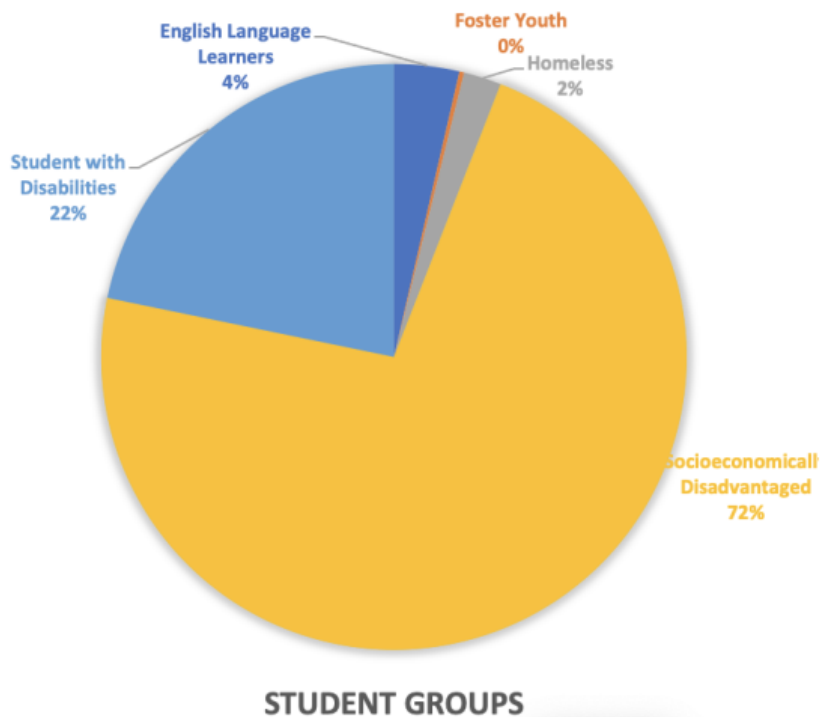
Enrollment 4891

Socio-economic disadvantaged 37.9%

English Learners 1.9%

Foster Youth 0.1%

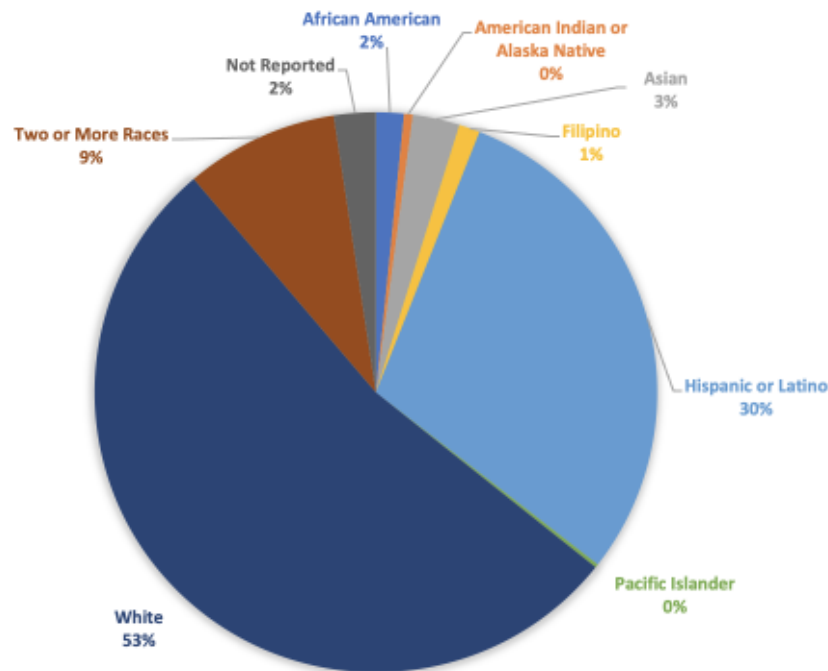
Overview of Student Groups



- ✓ Total Enrollment: 4,891
- ✓ **Unduplicated** (Low SES, Foster, ELLs): 1,712/4,264 or 40%

Student Groups	Number	Percentage
English Language Learners	93	1.90%
Foster Youth	7	0.10%
Homeless	52	1.10%
Economically Disadvantaged	1,855	38.20%
Students with Disabilities	560	11.50%

Overview of Student Race/Ethnicity



ETHNICITY (ENROLLMENT PERCENTAGE)

Race/Ethnicity	Number	Percentage
African American	80	1.60%
American Indian	25	0.50%
Asian	135	2.70%
Filipino	60	1.20%
Hispanic	1,444	29.50%
Two or More Races	431	8.80%
Pacific Islander	12	0.20%
White	2,592	53.00%



DASHBOARD

2022-23 Local Indicators

(State Priorities 1, 2, 3, 6, & 7)

LCFF Priority: 1

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LCFF Priority: 3

**Parent and Family
Engagement**

STANDARD MET

LCFF Priority: 2

**Implementation of
Academic Standards**

STANDARD MET

LCFF Priority: 6

Local Climate Survey

STANDARD MET

LCFF Priority: 7

**Access to a Broad
Course of Study**

STANDARD MET

Goal 1: Optimize Conditions for Learning

- This Goal focuses on ensuring student engagement by optimizing conditions for learning.
- This Goal addresses the following LCFF priorities
 - 1: Basic Services/Conditions for Learning),
 - 5: Student Engagement and
 - 6: School Climate

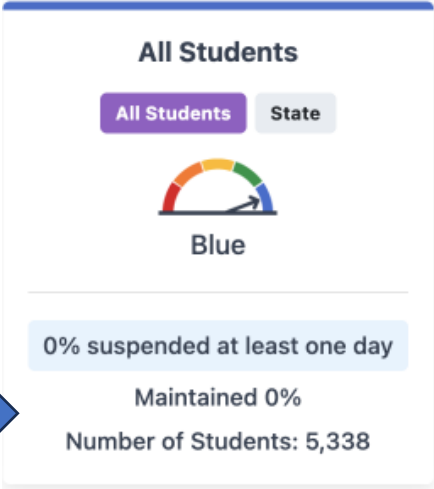
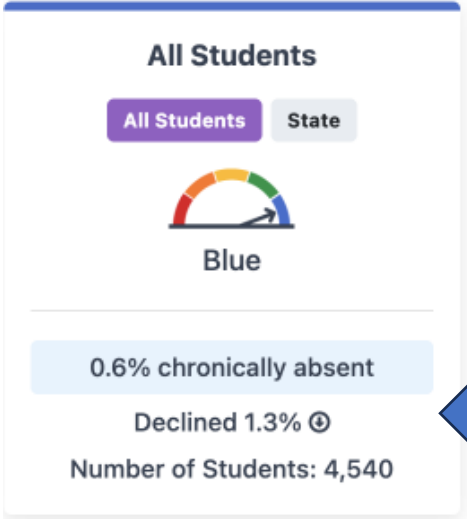
Measuring and Reporting Results

(Goal 1: Priorities 1, 5 & 7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed & appropriately assigned	100%	100%	100%	100%	100%
% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	100%	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	100%	100%

2022-23 Absentee and Suspension Rates

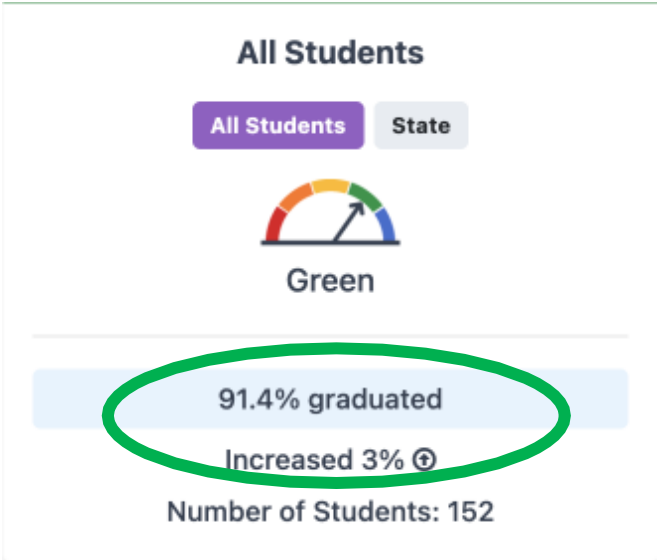
(Goal 1: Priorities 1, 5 & 6)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	100%	99%	99%	99%	100%
Chronic Absenteeism Rate	0%	1%	2%	0.6%	0%

2022-23 Graduation Rates

(Goal 1: Priorities 1, 5, & 6)



2022-23 Graduation Rates				
Student Group	# of students	2023	Increased/decreased	Dashboard color
State of CA	--	86.4%	Declined 1%	Orange
Dehesa SD	District does not have a high school program			
PCA Schoolwide	152	91.4%	Increased 3%	Green
Hispanic/Latino	47	91.5%	Increased 6.6%	Green
White	84	91.7%	Maintained 0.9%	Green
Socioeconomically Disadvantaged	88	88.6%	Increased 5.1%	Green
Two or more races	14	92.9%	Not reported	No performance color
Students with Disabilities	28	78.6%	Increased 31.9%	No performance color
*The following student groups had less than 11 students, so data was not displayed due to privacy: African American (3), Asian (4), English Learners (4), and Homeless (10)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	89%	88%	89%	91.6%	90%

Goal 2: Improve College and Career Readiness

- Goal 2 is a Focused Goal intended to increase/improve college and career readiness.
- This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English.
- This Goal addresses the following LCFF priorities:
 - 4: Student Achievement and
 - 7: Access to a Broad Course of Study

College and Career Indicators

(Goal 2: Priorities 4 & 7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	0%	0%	2.7%	3.2%	5%
% of high school graduation cohort students who meet A-G requirements	28%	9%	21%	25%	40%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	58%	70%	63%	63%	60%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP) Baseline	22%	35%	23%	24%	50%
% of 12th-grade students who complete a CTE Pathway	3%	0%	0.9%	1.8%	10%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	0.9%	0%	10%

2022-23 California Assessment of Student Performance and Progress (CAASPP)

(Goal 2: Priorities 4 & 7)

English Language Arts

All Students

All Students State



Orange

6.4 points below standard

Maintained 0.6 Points

Number of Students: 2,550

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide ELA Distance from Standard (DFS)	-20.8 (Yellow)	State did not publish DFS this year. N/A	- 6.8 (dashboard color was not provided by CDE)	- 6.4 Orange	-5 (Green)
Schoolwide math Distance from Standard (DFS)	-71 (Yellow)	State did not publish DFS this year. N/A	- 47.7 (dashboard color was not provided by CDE)	- 43 Yellow	-25 (Green)

Mathematics

All Students

All Students State



Yellow

43 points below standard

Increased 4.8 Points Ⓢ

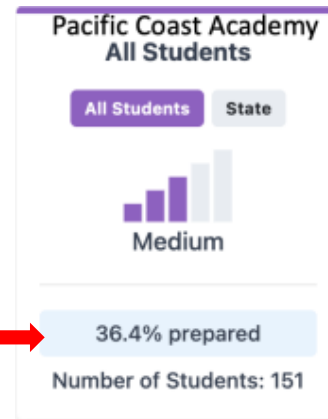
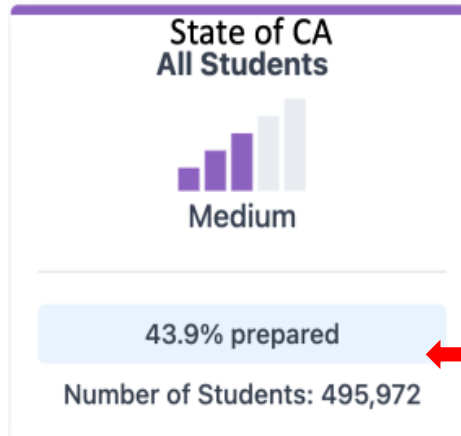
Number of Students: 2,549

Goal 3: Improve Access and Success in a Broad Course of Study

- This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy).
- Each student has different needs related to learning, including academic specific needs and social-emotional needs.
- The Goal addresses the following LCFF priorities:
 - 2: Implementation of State Academic Standards
 - 3: Parent Involvement and Family Engagement
 - 4: Student Achievement and
 - 7: Access to Broad Course of Study

2022-23 College Career Readiness

(Goal 3: Priorities 2, 3, 4, & 7)



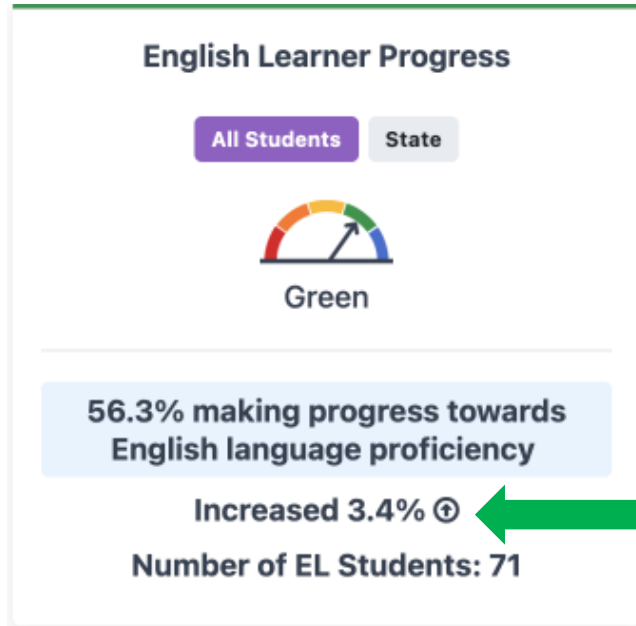
2022-23 College and Career Indicator						
Student Group	State of CA		PCA		Dehesa	
	% Prepared	Dashboard Status	% Prepared	Dashboard Status	% Prepared	Dashboard Status
All Students	43.9%	Medium	36.4%	Medium	District does not have a high school program	
Hispanic/Latino	35.5%	Medium	34.0%	Low		
White	53.2%	Medium	34.9%	Low		
Socioeconomically Disadvantaged	35.4%	Medium	28.7%	Low		
*The following student groups had less than 11 students resulting in no dashboard report: African American, Asian, English Learners, two or more races, Students with Disabilities, and Homeless						

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	The state did not publish this data for 2021.	The state did not publish this data for 2022	36.4% (Medium)	40%

College and Career Indicator: Career Technical Education (CTE) Pathway completion, State Seal of Biliteracy, College credit course completion, AP examination scores, A-G course completion

2022-23 English Learner Progress

(Goal 3: Priorities 2, 3, 4, & 7)



2022-23 English Language Proficiency Assessment for California					
	Proficient	Level 4 (Well Developed)	Level 3 (Moderately Developed)	Level 2 (Somewhat Developed)	Level 1 (Beginning to Develop)
State of CA	16.50%	16.50%	33.77%	29.40%	20.33%
Dehesa SD	Less than 11 students				
PCA ELPAC	20.88%	20.88%	32.97%	28.57%	17.58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	53%	The state did not publish this data for 2021.	53%	56.3%	58%

Thank you



Coversheet

December Financials

Section:	III. Finance
Item:	A. December Financials
Purpose:	Vote
Submitted by:	
Related Material:	FY24-12-PCA-December Financials.pdf



Pacific Coast Academy

Monthly Financial Update – December 2023

Highlights

Highlights

- ADA forecast increased **65** from 1st Interim
- Revenue increased **\$890K**
- Expenses increased **\$7.1M**
- Projected surplus for year-end is **\$3.9M**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

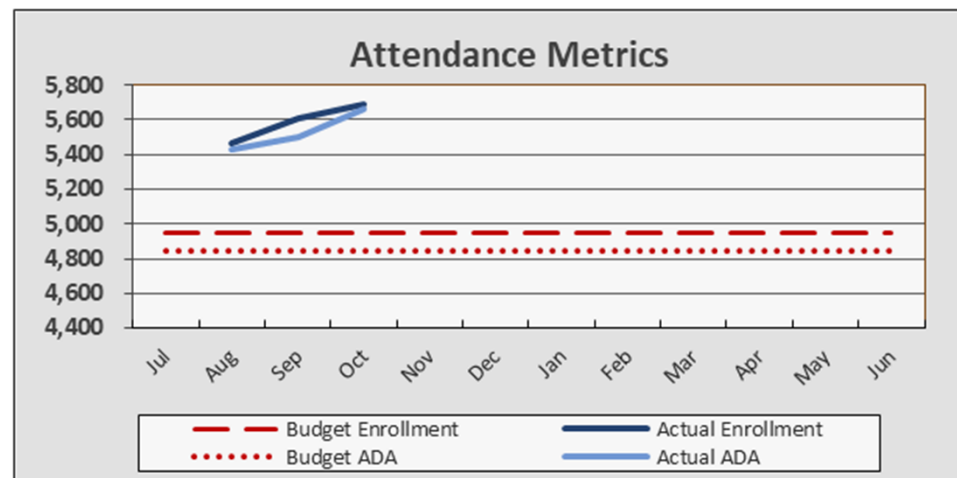
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio	
22.66	:1

Cert.	Instr.
52.3%	85.3%
10,017,321	4,269,530

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
<i>Average Enrollment</i>	5,587	5,587	4,948
<i>ADA</i>	5,529	5,529	4,847
<i>Attendance Rate</i>	99.0%	99.0%	98.0%
<i>Unduplicated %</i>	38.4%	38.4%	38.4%
<i>Revenue per ADA</i>		\$14,693	\$13,761
<i>Expenses per ADA</i>		\$13,996	\$12,934



- Projected ADA = 5,529
- Projected ADA +14% to original budget

Revenue

- Revenue up **\$890K** to 1st Interim, driven by:
 - 65 Added ADA: **+\$850K**
 - PY Revenue: **+\$20K** (CAASPP: +\$12K, Title III: \$6K)

Revenue

Year-to-Date					
Actual		Budget		Fav/(Unf)	
\$	25,750,095	\$	21,233,408	\$	4,516,687
	4,846,453		1,576,908		3,269,545
	2,320,688		1,839,149		481,539
	51,642		-		51,642
\$	32,968,878	\$	24,649,464	\$	8,319,414

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 65,046,780	\$ 56,891,096	\$ 8,155,684
6,745,169	3,830,383	2,914,786
9,388,323	5,976,763	3,411,560
51,642	-	51,642
\$ 81,231,913	\$ 66,698,242	\$ 14,533,672

Expenses

- Expenses increased **\$7.1M** from 1st Interim, due to:
 - Additional Student Funds: **+\$4.0M** (+\$800 per student)
 - Retention Stipends: **+\$2.9M**
 - Certificated Staff: 10%, \$7.5K min per employee
 - Classified Staff: \$5K per employee



Expenses

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 13,102,520	\$ 13,909,762	\$ 807,242
Classified Salaries	2,387,572	2,175,837	(211,735)
Benefits	4,568,019	5,223,055	655,035
Books and Supplies	5,572,002	3,594,951	(1,977,051)
Subagreement Services	5,139,801	2,577,594	(2,562,207)
Operations	527,297	319,100	(208,197)
Facilities	240,250	204,650	(35,600)
Professional Services	1,552,292	1,048,662	(503,631)
Depreciation	15,158	9,050	(6,108)
Interest	-	-	-
Total Expenses	\$ 33,104,911	\$ 29,062,661	\$ (4,042,251)

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 29,440,488	\$ 26,018,918	\$ (3,421,571)
Classified Salaries	5,191,212	4,320,498	(870,714)
Benefits	12,389,894	10,103,174	(2,286,720)
Books and Supplies	14,350,006	11,342,588	(3,007,418)
Subagreement Services	10,514,879	7,518,521	(2,996,359)
Operations	856,447	638,200	(218,247)
Facilities	473,650	409,300	(64,350)
Professional Services	4,139,835	2,324,194	(1,815,641)
Depreciation	25,458	18,100	(7,358)
Interest	-	-	-
Total Expenses	\$ 77,381,869	\$ 62,693,493	\$ (14,688,376)

Fund Balance

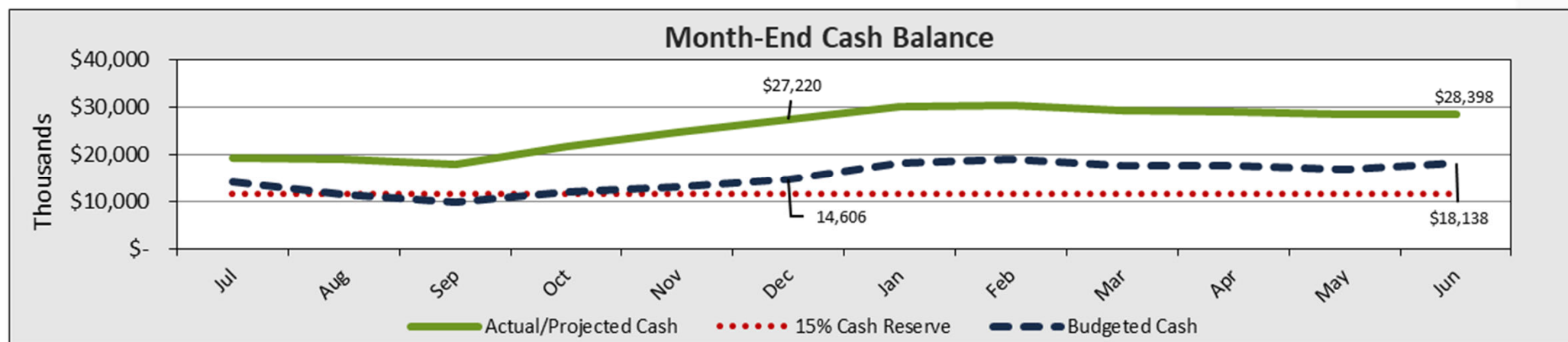
- Projected year-end surplus decreased by **\$6.2M**
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (136,033)	\$ (4,413,197)	\$ 4,277,163
Beginning Fund Balance	<u>12,405,781</u>	<u>12,405,781</u>	
Ending Fund Balance	<u>\$ 12,269,749</u>	<u>\$ 7,992,585</u>	
<i>As a % of Annual Expenses</i>	15.9%	12.7%	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
	\$ 3,850,044	\$ 4,004,749	\$ (154,705)
	<u>12,405,781</u>	<u>12,405,781</u>	
	<u>\$ 16,255,826</u>	<u>\$ 16,410,530</u>	
	21.0%	26.2%	

Cash Balance

- 12/31 cash balance: **\$27.2M**
- Cash remains strong with no projected factoring needed



Appendices

- Monthly Cash Flow / Forecast 23-24
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows

Pacific Coast Academy**Monthly Cash Flow/Forecast FY23-24**

Revised 1/17/2024

ADA = 5528.75



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 4847.03	
8011 LCFF State Aid	2,746,238	2,746,238	4,943,229	4,943,229	4,943,229	4,943,229	4,914,370	4,914,370	5,437,976	5,437,976	5,437,976	5,437,976	5,437,975	62,284,009	54,768,097	7,515,912
8012 Education Protection Account	-	-	213,096	29,256	-	242,351	-	-	276,438	-	-	-	344,610	1,105,750	969,406	136,344
8019 State Aid - Prior Year	-	-	-	0	-	-	-	-	-	-	-	-	-	0	-	0
8096 In Lieu of Property Taxes	-	-	-	-	-	-	116,216	116,216	474,863	237,432	237,432	237,432	237,431	1,657,021	1,153,593	503,428
	2,746,238	2,746,238	5,156,325	4,972,485	4,943,229	5,185,580	5,030,586	5,030,586	6,189,276	5,675,407	5,675,407	5,675,407	6,020,015	65,046,780	56,891,096	8,155,684
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	56,710	56,710	121,063	121,063	121,063	121,063	121,063	718,738	605,879	112,859
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	564,674	627,306	(62,632)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	104,286	107,002	(2,716)
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	5,585	5,933	11,518	16,497	(4,979)
8296 Other Federal Revenue	-	1,137,810	-	3,703,025	8	(8)	147,127	-	-	147,127	-	-	\$205,245	5,340,335	2,473,699	2,866,636
8299 Prior Year Federal Revenue	2,018,620	-	-	(2,018,551)	-	5,549	-	-	-	-	-	-	-	5,618	-	5,618
	2,018,620	1,137,810	-	1,684,474	8	5,541	203,838	56,710	121,063	268,191	121,063	126,648	1,001,202	6,745,169	3,830,383	2,914,786
Other State Revenue																
8311 State Special Education	207,658	207,658	373,784	373,784	373,784	373,784	381,660	381,660	432,666	432,666	432,666	432,666	432,666	4,837,103	4,301,254	535,849
8550 Mandated Cost	-	-	-	-	117,344	-	-	-	-	-	-	-	-	117,344	115,883	1,461
8560 State Lottery	-	-	-	-	-	-	301,728	-	-	301,728	-	-	-	1,376,659	1,148,746	227,913
8598 Prior Year Revenue	-	-	-	3,842	12,923	3,000	-	-	-	-	-	-	-	19,766	-	19,766
8599 Other State Revenue	501	8,521	198,268	33,032	3,303	29,501	62,960	24,879	24,879	62,960	24,879	24,879	2,538,887	3,037,451	410,880	2,626,571
	208,159	216,179	572,052	410,659	507,355	406,285	746,348	406,539	457,546	797,354	457,546	457,546	3,744,757	9,388,323	5,976,763	3,411,560
Other Local Revenue																
8660 Interest Revenue	8,320	-	-	16,843	-	-	-	-	-	-	-	-	-	25,163	-	25,163
8699 School Fundraising	-	774	8,269	2,514	7,079	7,842	-	-	-	-	-	-	-	26,477	-	26,477
8980 Contributions, Unrestricted	-	-	2	-	-	-	-	-	-	-	-	-	-	2	-	2
	8,320	774	8,271	19,357	7,079	7,842	-	-	-	-	-	-	-	51,642	-	51,642
Total Revenue	4,981,336	4,101,001	5,736,648	7,086,974	5,457,671	5,605,248	5,980,771	5,493,836	6,767,885	6,740,952	6,254,016	6,259,601	10,765,974	81,231,913	66,698,242	14,533,672
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	356,189	1,599,209	1,597,590	1,601,796	1,601,796	1,601,796	1,615,856	1,615,856	1,615,856	1,615,856	1,615,856	987,309	-	17,424,967	17,612,692	187,725
1175 Teachers' Extra Duty/Stipends	54,088	265,930	278,110	278,432	278,432	278,432	278,432	278,432	278,432	278,432	278,432	120,478	2,411,407	5,357,472	2,530,029	(2,827,443)
1200 Pupil Support Salaries	68,625	259,378	252,925	257,994	257,994	257,994	247,441	247,441	247,441	247,441	247,441	174,091	-	2,766,206	2,347,912	(418,294)
1300 Administrators' Salaries	208,306	226,927	215,511	215,589	215,589	215,589	208,186	208,186	208,186	208,186	208,186	197,850	-	2,536,292	2,553,803	17,511
1900 Other Certificated Salaries	19,476	127,629	127,561	127,877	127,877	127,877	127,877	127,877	127,877	127,877	127,877	57,872	-	1,355,551	974,482	(381,069)
	706,685	2,479,074	2,471,697	2,481,688	2,481,688	2,481,688	2,477,793	2,477,793	2,477,793	2,477,793	2,477,793	1,537,599	2,411,407	29,440,488	26,018,918	(3,421,571)
Classified Salaries																
2100 Instructional Salaries	-	24,201	24,234	25,214	25,214	25,214	25,214	25,214	25,214	25,214	25,214	10,976	25,000	286,124	465,864	179,740
2200 Support Salaries	112,134	143,832	137,574	148,549	148,549	148,549	148,549	148,549	148,549	148,549	148,549	122,524	145,000	1,849,460	1,515,846	(333,614)
2300 Classified Administrators' Salaries	46,048	46,048	46,048	46,048	46,048	46,048	45,317	45,317	45,317	45,317	45,317	45,317	25,000	573,191	546,970	(26,221)
2400 Clerical and Office Staff Salaries	133,695	154,681	160,478	162,336	162,336	162,336	162,336	162,336	162,336	162,336	162,336	147,616	135,000	2,030,162	1,602,952	(427,210)
2900 Other Classified Salaries	23,601	36,171	35,821	38,853	38,853	38,853	38,853	38,853	38,853	38,853	38,853	20,859	25,000	452,275	188,865	(263,410)
	315,478	404,934	404,156	421,001	421,001	421,001	420,270	420,270	420,270	420,270	420,270	347,292	355,000	5,191,212	4,320,498	(870,714)
Benefits																
3101 STRS	130,043	450,729	451,057	453,431	409,168	453,431	443,563	443,563	443,563	443,563	443,563	260,866	2,801,103	7,627,643	4,969,613	(2,658,030)
3301 OASDI	19,051	24,753	24,693	25,749	25,749	25,749	25,339	25,339	25,339	25,339	25,339	17,996	-	290,432	267,871	(22,561)
3311 Medicare	14,240	40,626	40,488	40,900	40,900	40,900	40,762	40,762	40,762	40,762	40,762	24,062	-	445,926	439,922	(6,004)
3401 Health and Welfare	208,586	302,470	274,931	295,132	281,424	289,598	284,640	284,640	284,640	284,640	284,640	284,640	-	3,359,981	3,415,682	55,701
3501 State Unemployment	1,457	3,467	939	1,663	1,663	1,663	1,879	1,879	1,879	1,879	1,879	-	-	22,126	196,490	174,364
3601 Workers' Compensation	41,345	13,782	20,071	81,352	13,782	23,043	38,913	38,913	38,913	38,913	38,913	38,913	-	426,853	424,752	(2,102)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	216,933	216,933	388,845	171,912
	414,721	835,826	812,180	898,225	772,685	834,382	835,096	835,096	835,096	835,096	835,096	628,356	3,018,036	12,389,894	10,103,174	(2,286,720)

Pacific Coast Academy**Monthly Cash Flow/Forecast FY23-24**

Revised 1/17/2024

ADA = 5528.75



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	51,016	8,489	13,913	10,428	3,024	1,375	7,750	7,750	7,750	7,750	7,750	7,750	-	134,744	81,600	(53,144)
4302 School Supplies	171,082	969,143	701,467	348,793	269,259	359,640	418,180	395,437	1,736,916	1,448,215	1,287,633	1,426,659	-	9,532,425	8,090,959	(1,441,466)
4305 Software	398,548	414,084	356,841	124,738	37,943	206,620	138,917	138,917	138,917	138,917	138,917	138,917	-	2,372,273	1,461,500	(910,773)
4310 Office Expense	11,157	9,220	17,637	7,263	32,097	1,056	9,658	9,658	9,658	9,658	9,658	9,658	-	136,380	101,600	(34,780)
4311 Business Meals	423	3,801	210	780	889	520	183	183	183	183	183	183	-	7,723	2,000	(5,723)
4400 Noncapitalized Equipment	4,801	838	15,693	264,164	221,780	533,271	70,137	66,323	291,316	242,895	215,962	239,280	-	2,166,460	1,604,929	(561,531)
	637,027	1,405,575	1,105,760	756,165	564,993	1,102,483	644,826	618,268	2,184,740	1,847,619	1,660,104	1,822,447	-	14,350,006	11,342,588	(3,007,418)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	8	8	8	8	8	8	-	50	100	50
5102 Special Education	3,533	7,946	127,829	160,139	267,048	321,975	189,925	189,925	189,925	189,925	189,925	441,005	-	2,279,100	1,998,100	(281,000)
5105 Security	520	150	260	390	280	280	217	217	217	217	217	217	-	3,181	2,300	(881)
5106 Other Educational Consultants	3,549	97,990	1,870,304	934,347	740,772	602,488	248,122	234,628	1,030,577	859,280	764,001	846,490	-	8,232,549	5,518,021	(2,714,528)
	7,602	106,086	1,998,393	1,094,877	1,008,100	924,743	438,272	424,778	1,220,727	1,049,430	954,151	1,287,720	-	10,514,879	7,518,521	(2,996,359)
Operations and Housekeeping																
5201 Auto and Travel	-	3,164	16,311	7,963	19,503	8,939	5,442	5,442	5,442	5,442	5,442	5,442	-	88,530	57,300	(31,230)
5300 Dues & Memberships	-	15,129	2,026	-	3,770	-	2,833	2,833	2,833	2,833	2,833	2,833	-	37,925	29,800	(8,125)
5400 Insurance	123,638	41,212	41,344	41,344	41,344	41,344	41,250	41,250	41,250	41,250	41,250	41,250	-	577,726	495,000	(82,726)
5501 Utilities	-	2,699	2,653	11,642	1,394	1,394	1,558	1,558	1,558	1,558	1,558	1,558	-	29,411	16,400	(13,011)
5900 Communications	13,445	-	2,205	10,355	18,325	49,029	1,808	1,808	1,808	1,808	1,808	1,808	-	104,209	19,000	(85,209)
5901 Postage and Shipping	447	842	3,469	1,761	79	249	1,967	1,967	1,967	1,967	1,967	1,967	-	18,646	20,700	2,054
	137,529	63,046	68,009	73,065	84,693	100,955	54,858	54,858	54,858	54,858	54,858	54,858	-	856,447	638,200	(218,247)
Facilities, Repairs and Other Leases																
5601 Rent	34,083	42,382	37,274	38,753	38,677	38,943	37,642	37,642	37,642	37,642	37,642	37,642	-	455,962	396,000	(59,962)
5604 Other Leases	125	125	1,659	258	4,319	1,333	1,083	1,083	1,083	1,083	1,083	1,083	-	14,319	11,400	(2,919)
5610 Repairs and Maintenance	49	427	1,702	(1,151)	542	751	175	175	175	175	175	175	-	3,370	1,900	(1,470)
	34,257	42,934	40,635	37,860	43,538	41,027	38,900	38,900	38,900	38,900	38,900	38,900	-	473,650	409,300	(64,350)
Professional/Consulting Services																
5801 IT	30	1,462	30	1,796	1,588	-	700	700	700	700	700	700	-	9,105	7,300	(1,805)
5802 Audit & Taxes	-	-	975	-	8,750	2,500	-	-	-	-	-	-	-	12,225	9,688	(2,537)
5803 Legal	-	3,857	7,026	9,442	21,367	5,202	14,675	14,675	14,675	14,675	14,675	14,675	-	134,944	154,400	19,456
5804 Professional Development	19,487	16,721	6,786	10,111	3,439	20,136	8,408	8,408	8,408	8,408	8,408	8,408	-	127,130	88,500	(38,630)
5805 General Consulting	-	530	284	-	6,090	4,835	1,700	1,700	1,700	1,700	1,700	1,700	-	21,939	17,900	(4,039)
5806 Special Activities/Field Trips	25,592	179,793	196,620	180,132	30,951	23,203	68,329	64,612	283,803	236,631	210,393	233,109	-	1,733,168	213,676	(1,519,492)
5807 Bank Charges	-	-	-	-	-	-	867	867	867	867	867	867	-	5,200	9,100	3,900
5808 Printing	2,949	-	-	-	50	-	75	75	75	75	75	75	-	3,449	800	(2,649)
5809 Other taxes and fees	-	2,330	2,269	3,237	143	161	2,075	2,075	2,075	2,075	2,075	2,075	-	20,590	21,800	1,210
5810 Payroll Service Fee	1,866	1,866	1,866	1,866	1,866	1,866	5,208	5,208	5,208	5,208	5,208	5,208	-	42,446	54,800	12,354
5811 Management Fee	97,268	97,418	97,268	97,343	97,343	119,793	114,378	114,378	114,378	114,378	114,378	114,378	79,837	1,372,539	1,167,219	(205,320)
5812 District Oversight Fee	27,462	27,462	51,563	-	-	-	50,306	50,306	61,893	56,754	56,754	56,754	211,213	650,468	568,911	(81,557)
5813 County Fees	-	-	-	-	-	-	450	-	-	450	-	-	450	1,350	1,600	250
5815 Public Relations/Recruitment	-	-	-	-	-	432	808	808	808	808	808	808	-	5,282	8,500	3,218
	177,684	334,468	370,140	303,927	182,493	183,580	267,979	263,813	494,591	442,730	416,042	438,758	263,630	4,139,835	2,324,194	(1,815,641)
Depreciation																
6900 Depreciation Expense	2,355	2,355	2,869	2,526	2,526	2,526	1,717	1,717	1,717	1,717	1,717	1,717	-	25,458	18,100	(7,358)
	2,355	2,355	2,869	2,526	2,526	2,526	1,717	1,717	1,717	1,717	1,717	1,717	-	25,458	18,100	(7,358)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,433,336	5,674,299	7,273,840	6,069,334	5,561,717	6,092,386	5,179,711	5,135,492	7,728,692	7,168,412	6,858,930	6,157,648	6,048,073	77,381,869	62,693,493	(14,688,376)
Monthly Surplus (Deficit)	2,548,000	(1,573,298)	(1,537,191)	1,017,640	(104,046)	(487,138)	801,060	358,343	(960,807)	(427,461)	(604,913)	101,953	4,717,901	3,850,044	4,004,749	(154,705)

Pacific Coast Academy
Monthly Cash Flow/Forecast FY23-24
Revised 1/17/2024
ADA = 5528.75



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments														4.7%		
Monthly Surplus (Deficit)	2,548,000	(1,573,298)	(1,537,191)	1,017,640	(104,046)	(487,138)	801,060	358,343	(960,807)	(427,461)	(604,913)	101,953	4,717,901	3,850,044	Cert.	Instr.
Cash flows from operating activities														25,458	52.3%	85.3%
Depreciation/Amortization	2,355	2,355	2,355	2,355	3,041	2,698	1,717	1,717	1,717	1,717	1,717	1,717	-	(7,523,521)	10,017,321	4,269,530
Public Funding Receivables	245,954	-	585,756	(527,945)	1,407,039	(368,331)	1,899,980	-	-	-	-	-	(10,765,974)	240,827		
Grants and Contributions Rec.	250,759	-	-	-	-	(9,932)	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	348,750	(476,269)	(126,390)	84,018	(8,577)	609,324	-	-	-	-	-	-	-	430,856		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(627,133)	(143,715)	749,816	242,931	(868,248)	312,454	-	-	-	-	-	-	6,048,073	5,714,177		Pupil:Teacher Ratio
Accrued Expenses	(137,609)	1,793,816	(617,537)	2,324,227	2,500,618	2,568,596	-	-	-	-	-	-	-	8,432,111	22.66	:1
Deferred Revenue	(501)	(8,521)	(126,316)	675,398	(3,303)	(35,042)	-	-	-	-	-	-	-	501,715		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(9,779)	(172)	-	(172)	-	-	-	-	-	-	-	(10,122)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	2,630,574	(405,631)	(1,079,288)	3,818,452	2,926,523	2,592,457	2,702,757	360,060	(959,090)	(425,744)	(603,197)	103,670				
Cash, Beginning of Month	16,736,837	19,367,411	18,961,780	17,882,492	21,700,944	24,627,467	27,219,924	29,922,681	30,282,741	29,323,651	28,897,907	28,294,711				
Cash, End of Month	19,367,411	18,961,780	17,882,492	21,700,944	24,627,467	27,219,924	29,922,681	30,282,741	29,323,651	28,897,907	28,294,711	28,398,380				

Pacific Coast Academy**Budget vs Actual**

For the period ended December 31, 2023

	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	\$ 4,943,229	\$ 4,929,129	\$ 14,100	\$ 25,265,392	\$ 20,264,196	\$ 5,001,196	\$ 54,768,097
Education Protection Account	242,351	242,352	(1)	484,703	484,703	-	969,406
State Aid - Prior Year	-	-	-	0	-	0	-
In Lieu of Property Taxes	-	92,287	(92,287)	-	484,509	(484,509)	1,153,593
Total State Aid - Revenue Limit	5,185,580	5,263,768	(78,188)	25,750,095	21,233,408	4,516,687	56,891,096
Federal Revenue							
Special Education - Entitlement	-	54,529	(54,529)	-	224,175	(224,175)	605,879
Title I, Part A - Basic Low Income	-	470,480	(470,480)	-	627,306	(627,306)	627,306
Title II, Part A - Teacher Quality	-	80,252	(80,252)	-	107,002	(107,002)	107,002
Title III - Limited English	-	-	-	-	-	-	16,497
Other Federal Revenue	(8)	-	(8)	4,840,835	618,425	4,222,411	2,473,699
Prior Year Federal Revenue	5,549	-	5,549	5,618	-	5,618	-
Total Federal Revenue	5,541	605,260	(599,719)	4,846,453	1,576,908	3,269,545	3,830,383
Other State Revenue							
State Special Education	373,784	387,113	(13,329)	1,910,452	1,591,464	318,988	4,301,254
Mandated Cost	-	115,883	(115,883)	117,344	115,883	1,461	115,883
State Lottery	-	-	-	-	-	-	1,148,746
Prior Year Revenue	3,000	-	3,000	19,766	-	19,766	-
Other State Revenue	29,501	21,812	7,690	273,126	131,802	141,324	410,880
Total Other State Revenue	406,285	524,807	(118,522)	2,320,688	1,839,149	481,539	5,976,763
Other Local Revenue							-
Interest Revenue	-	-	-	25,163	-	25,163	-
School Fundraising	7,842	-	7,842	26,477	-	26,477	-
Contributions, Unrestricted	-	-	-	2	-	2	-
Total Other Local Revenue	7,842	-	7,842	51,642	-	51,642	-
Total Revenues	\$ 5,605,248	\$ 6,393,835	\$ (788,587)	\$ 32,968,878	\$ 24,649,464	\$ 8,319,414	\$ 66,698,242
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,601,796	\$ 1,590,052	\$ (11,743)	\$ 8,358,376	\$ 9,540,315	\$ 1,181,938	\$ 17,612,692
Teachers' Extra Duty/Stipends	278,432	213,389	(65,044)	1,433,426	1,280,331	(153,095)	2,530,029
Pupil Support Salaries	257,994	213,447	(44,548)	1,354,911	1,280,679	(74,232)	2,347,912
Administrators' Salaries	215,589	212,817	(2,772)	1,297,510	1,276,901	(20,609)	2,553,803
Other Certificated Salaries	127,877	88,589	(39,287)	658,296	531,536	(126,761)	974,482
Total Certificated Salaries	2,481,688	2,318,294	(163,394)	13,102,520	13,909,762	807,242	26,018,918
Classified Salaries							
Instructional Salaries	25,214	41,019	15,805	124,078	246,112	122,034	465,864
Support Salaries	148,549	126,722	(21,828)	839,189	760,332	(78,857)	1,515,846
Supervisors' and Administrators' Salaries	46,048	45,581	(468)	276,291	273,485	(2,806)	546,970
Clerical and Office Staff Salaries	162,336	133,579	(28,757)	935,863	801,476	(134,387)	1,602,952
Other Classified Salaries	38,853	15,739	(23,114)	212,152	94,433	(117,719)	188,865
Total Classified Salaries	421,001	362,639	(58,362)	2,387,572	2,175,837	(211,735)	4,320,498
Benefits							
State Teachers' Retirement System, certificated	453,431	442,794	(10,637)	2,347,858	2,656,765	308,906	4,969,613
OASDI/Medicare/Alternative, certificated positions	25,749	22,484	(3,265)	145,743	134,902	(10,841)	267,871
Medicare/Alternative, certificated positions	40,900	38,874	(2,026)	218,052	233,241	15,190	439,922
Health and Welfare Benefits, certificated positions	289,598	284,640	(4,958)	1,652,140	1,707,841	55,701	3,415,682
State Unemployment Insurance, certificated positions	1,663	9,825	8,162	10,852	58,947	48,095	196,490
Workers' Compensation Insurance, certificated positions	23,043	37,533	14,490	193,375	225,198	31,824	424,752
Other Benefits, certificated positions	-	34,360	34,360	-	206,161	206,161	388,845
Total Benefits	834,382	870,509	36,127	4,568,019	5,223,055	655,035	10,103,174
Books & Supplies							
Textbooks and Core Materials	1,375	6,800	5,425	88,244	40,800	(47,444)	81,600
School Supplies	359,640	326,067	(33,572)	2,819,384	2,312,827	(506,557)	8,090,959
Software	206,620	121,792	(84,829)	1,538,773	730,750	(808,023)	1,461,500
Office Expense	1,056	8,467	7,410	78,430	50,800	(27,630)	101,600
Business Meals	520	167	(353)	6,623	1,000	(5,623)	2,000
Noncapitalized Equipment	533,271	64,679	(468,592)	1,040,547	458,774	(581,772)	1,604,929
Total Books & Supplies	1,102,483	527,971	(574,512)	5,572,002	3,594,951	(1,977,051)	11,342,588
Subagreement Services							
Nursing	-	8	8	-	50	50	100
Special Education	321,975	166,508	(155,467)	888,470	999,050	110,580	1,998,100

Pacific Coast Academy**Budget vs Actual**

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Security	280	192	(89)	1,881	1,150	(731)	2,300
Other Educational Consultants	602,488	222,377	(380,110)	4,249,450	1,577,344	(2,672,106)	5,518,021
Total Subagreement Services	924,743	389,086	(535,657)	5,139,801	2,577,594	(2,562,207)	7,518,521
Operations & Housekeeping							
Auto and Travel	8,939	4,775	(4,164)	55,880	28,650	(27,230)	57,300
Dues & Memberships	-	2,483	2,483	20,925	14,900	(6,025)	29,800
Insurance	41,344	41,250	(94)	330,226	247,500	(82,726)	495,000
Utilities	1,394	1,367	(27)	20,061	8,200	(11,861)	16,400
Communications	49,029	1,583	(47,446)	93,359	9,500	(83,859)	19,000
Postage and Shipping	249	1,725	1,476	6,846	10,350	3,504	20,700
Total Operations & Housekeeping	100,955	53,183	(47,772)	527,297	319,100	(208,197)	638,200
Facilities, Repairs & Other Leases							
Rent	38,943	33,000	(5,943)	230,112	198,000	(32,112)	396,000
Other Leases	1,333	950	(383)	7,819	5,700	(2,119)	11,400
Repairs and Maintenance	751	158	(593)	2,320	950	(1,370)	1,900
Total Facilities, Repairs & Other Leases	41,027	34,108	(6,919)	240,250	204,650	(35,601)	409,300
Professional/Consulting Services							
IT	-	608	608	4,905	3,650	(1,255)	7,300
Audit & Taxes	2,500	3,229	729	12,225	9,688	(2,537)	9,688
Legal	5,202	12,867	7,665	46,894	77,200	30,306	154,400
Professional Development	20,136	7,375	(12,761)	76,680	44,250	(32,430)	88,500
General Consulting	4,835	1,492	(3,343)	11,739	8,950	(2,789)	17,900
Special Activities/Field Trips	23,203	8,611	(14,592)	636,292	61,080	(575,212)	213,676
Bank Charges	-	758	758	-	4,550	4,550	9,100
Printing	-	67	67	2,999	400	(2,599)	800
Other Taxes and Fees	161	1,817	1,656	8,140	10,900	2,760	21,800
Payroll Service Fee	1,866	4,567	2,701	11,196	27,400	16,204	54,800
Management Fee	119,793	97,268	(22,525)	606,433	583,610	(22,823)	1,167,219
District Oversight Fee	-	52,638	52,638	106,488	212,334	105,846	568,911
County Fees	-	-	-	-	400	400	1,600
SPED Encroachment	5,453	-	(5,453)	27,870	-	(27,870)	-
Public Relations/Recruitment	432	708	276	432	4,250	3,818	8,500
Total Professional/Consulting Services	183,580	192,005	8,425	1,552,292	1,048,662	(503,631)	2,324,194
Depreciation							
Depreciation Expense	2,526	1,508	(1,018)	15,158	9,050	(6,108)	18,100
Total Depreciation	2,526	1,508	(1,018)	15,158	9,050	(6,108)	18,100
Total Expenses	\$ 6,092,386	\$ 4,749,304	\$ (1,343,082)	\$ 33,104,911	\$ 29,062,661	\$ (4,042,251)	\$ 62,693,493
Change in Net Assets	(487,138)	1,644,531	(2,131,669)	(136,033)	(4,413,196)	4,277,163	4,004,749
Net Assets, Beginning of Period	12,756,886			12,405,781			
Net Assets, End of Period	\$ 12,269,748			\$ 12,269,748			

Pacific Coast Academy**Statement of Financial Position****December 31, 2023**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 27,219,753	\$ 16,736,837	\$ 10,482,916	\$ 1
Accounts Receivable	6,480	247,307	(240,827)	-97%
Public Funding Receivables	2,286,258	3,628,731	(1,342,473)	-37%
Prepaid Expenses	469,406	900,262	(430,856)	-48%
Total Current Assets	29,981,897	21,513,137	8,468,760	39%
Long-Term Assets				
Property & Equipment, Net	206,862	211,726	(4,864)	-2%
Deposits	999	999	-	0%
Total Long Term Assets	207,861	212,725	(4,864)	-2%
Total Assets	\$ 30,189,758	\$ 21,725,862	\$ 8,463,896	39%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 952,887	\$ 1,286,783	\$ (333,896)	-26%
Accrued Liabilities	9,687,865	1,255,754	8,432,111	671%
Deferred Revenue	7,279,258	6,777,543	501,715	7%
Total Current Liabilities	17,920,010	9,320,081	8,599,929	92%
Total Liabilities	17,920,010	9,320,081	8,599,929	92%
Total Net Assets	12,269,748	12,405,781	(136,033)	-1%
Total Liabilities and Net Assets	\$ 30,189,758	\$ 21,725,862	\$ 8,463,896	39%

Pacific Coast Academy

Statement of Cash Flows

For the period ended December 31, 2023

	Month Ended 12/31/23	YTD Ended 12/31/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ (487,138)	\$ (136,033)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	2,698	15,158
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(368,331)	1,342,473
Grants, Contributions & Pledges Receivable	(9,932)	240,827
Prepaid Expenses	609,324	430,856
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	312,454	(333,896)
Accrued Expenses	2,568,596	8,432,111
Deferred Revenue	(35,042)	501,715
Total Cash Flows from Operating Activities	2,592,629	10,493,209
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(172)	(10,294)
Total Cash Flows from Investing Activities	(172)	(10,294)
Change in Cash & Cash Equivalents	2,592,457	10,482,916
Cash & Cash Equivalents, Beginning of Period	24,627,296	16,736,837
Cash and Cash Equivalents, End of Period	\$ 27,219,753	\$ 27,219,753

Coversheet

2024-2025 School Calendars

Section: IV. Other Business
Item: A. 2024-2025 School Calendars
Purpose: Vote

Submitted by:

Related Material:

PCA Admin 2024-2025_proposed 01.19.2024.pdf
PCA Certificated Support and Program Specialist 2024-2025_proposed 01.19.2024.pdf
PCA RC 2024-2025_proposed 01.19.2024.pdf
PCA EdSp & Classified 191 2024-2025_proposed 01.19.2024.pdf
PCA HST 2024-2025_proposed 01.19.2024.pdf
PCA School Year 2024-2025_proposed 01.19.2024.pdf
PCA Counselor 2024-2025_proposed 01.19.2024.pdf
PCA HS Program Coordinator 2024-2025_proposed 01.19.2024.pdf
PCA Classified 228-2024-2025_proposed 01.19.2024.pdf
PCA HQT 2024-2025_proposed 01.19.2024.pdf

2024-2025 Admin Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
228 Days	July 1 - June 30
228 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4 - 5	Independence Break
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Nov 29	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 21	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19 - 20	Juneteenth Break

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Certificated Support & Program Specialist Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
201 Days	July 25 - June 13
201 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Regional Coordinator Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples


School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
5 Days	July 16 - 24 (floating)
201 Days	July 25 - June 13
206 Days	Total Staff Work Days


Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

 School Closed

 Work Day, No Students

 First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Educational Specialist & Classified 191 Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
191 Days	Aug 1 - Jun 6
191 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 HST PT, FT, MS/HS Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples


School Year Dates	
Aug 1	Teachers Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
5 Days	July 16 - 31 (floating)
191 Days	Aug 1 - Jun 6
196 Days	Total Staff Work Days


Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
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Feb 21	Lincoln Day (obs)
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May 26	Memorial Day
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Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

 School Closed

 Work Day, No Students

 First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 School Year Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				




School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
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Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
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LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Counselor Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
199 Days	July 25 - June 11
199 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 High School Program Coordinator Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
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September 2024						
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29	30					

October 2024						
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November 2024						
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December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples


School Year Dates	
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	


Staff Work Days	
206 Days	July 18 - June 13
206 Days	Total Staff Work Days


Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

 School Closed

 Work Day, No Students

 First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Classified 228 Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
228 Days	July 1 - June 30
228 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4 - 5	Independence Break
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Nov 29	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 21	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19 - 20	Juneteenth Break

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 HQT Calendar



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

August 2024						
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September 2024						
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29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates	
Aug 1	Teachers Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
School Calendar: 08/15-05/30	

Staff Work Days	
191 Days	Aug 1 - Jun 6
191 Days	Total Staff Work Days

Instructional Days	
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

<div></div>	School Closed
<div></div>	Work Day, No Students
<div></div>	First & Last Day of Semesters

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

Coversheet

FCMAT Recommendation Response & AB 139 Extraordinary Audit letter

Section: IV. Other Business
Item: B. FCMAT Recommendation Response & AB 139 Extraordinary Audit letter

Purpose: FYI

Submitted by:

Related Material:

PCA Independent Study Policy_v3_8.08.2022.docx

PCA Resolution 2023-04 ADOPTION OF PCA APPROVING THE NON-AVERAGE DAILY ATTENDANCE SUMMER SCHOOL__Redlined 03.02.2023_Aproved - signed.pdf

Pacific Coast AcademyLTR_S.pdf

SDCOE Reponse.pdf



Pacific Coast Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

Pacific Coast Academy (hereinafter “Charter School”) offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Pacific Coast Academy Governing Board approving this Independent Study Policy is to accomplish the following:

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by Charter School in alignment with Education Code (“EC”) § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701.

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher (“Homeschool Teacher”) at an in-person meeting on at least two (2) occasions each semester for a minimum of (4) meetings per school year. No more than 60 days shall lapse between the in-person meetings. The in-person meetings are an integral component of the School’s educational services. The Executive Director, in the Executive Director’s sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the four (4) in-person meetings, absent an Executive Director’s waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student’s failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should

return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 - a) Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - b) Successful completion of courses that satisfy the requirements for entrance to the University of California and California State University,
 - c) Successful completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - d) Successful completion of both the university entrance and career technical courses specified above,
 - e) English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - f) English learner reclassification,
 - g) Passing an advanced placement exam with a score of "3" or higher, and
 - h) Demonstrating college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
 - ii. Pupil engagement, as measured by all of the following, as applicable:
 - a) School attendance,
 - b) Chronic absenteeism,
 - c) Middle school dropout,
 - d) High school dropout, and
 - e) High school graduation.
 - b. The completion of assignments, assessments, or other indicators that show the student is

working on assignments.

- c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
 6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify the student’s current contact information;
 - b. Notify the student’s parent or guardian of the student’s lack of participation within one schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for reengagement;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
 7. Based on each student’s grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record for that student, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the

student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9),
- j. Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall

include the following:

- i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
- a. Students will initial “Monthly Independent Study Log” on the school days where they have completed schoolwork Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed schoolwork on these days.”
 - b. Students shall not be counted for ADA purposes while attending the Charter School’s summer school sessions.
12. Tracks: Charter School may only offer a multi-track program if each track is a minimum of 175 days.



Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors 2023-04

ADOPTION OF PACIFIC COAST ACADEMY APPROVING THE NON-AVERAGE DAILY ATTENDANCE SUMMER SCHOOL

WHEREAS, Pacific Coast Academy (the “School”) is committed to providing students with individualized learning experiences through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

WHEREAS, the School is committed to supporting students in 9th – 12th grade who are credit deficient with additional supports as needed for their success;

WHEREAS, the School desires to provide additional opportunities outside of the school year for 9th – 12th grade credit deficient students to complete course work;

NOW THEREFORE BE IT RESOLVED, the School will provide summer school for credit deficient students, but will not collect Average Daily Attendance Funding.

NOW THEREFORE BE IT RESOLVED, the Board will delegate the Executive Director to

1. Identify those students entering grades 10-12 who are credit deficient, no more than 30 students
2. Offer courses required for graduation in the categories of history, English, math and science
3. Provide curriculum and teacher support at the cost of no more than \$0 - \$325 per course, per student, with students taking a maximum of two courses
4. Establish a summer school calendar running from June 14, 2023 through July 28, 2023
5. Participate in a summer school memorandum of understanding between Cabrillo Point Academy, Mission Vista Academy, and Pacific Coast Academy to reimburse the costs of shared staff based on number of students enrolled in the program

	CPA	MVA	PCA	Total
# Students	40	30	30	100
Content Teacher Stipend	1760	1550	1550	4860
HST Stipend	1130	1340	1340	3810
Curriculum Cost	12000	9000	9000	30000
Course I	6000	4500	4500	15000
Course II	6000	4500	4500	15000
Total	14890	11890	11890	38670

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 March 11, 2023, 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: 5 (Ben Fung, Jessica Ackermann, Kim Gill, Eric Banatao, Rose Arevalo)

NOES: 0

ABSTAIN: 0

ABSENT: 0

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.


Jessica Ackermann (Mar 16, 2023 13:31 PDT)

Secretary of the Board of Directors of
Pacific Coast Academy






PCA Resolution 2023-04 ADOPTION OF PCA APPROVING THE NON-AVERAGE DAILY ATTENDANCE SUMMER SCHOOL__Redlined 03.02.2023_Aproved

Final Audit Report

2023-03-16

Created:	2023-03-16
By:	Jennifer Faber (jennifer.faber@pacificcoastacademy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAKqtmExJfWacTGoXL4_BC_9fUEBu_jPgv

"PCA Resolution 2023-04 ADOPTION OF PCA APPROVING THE NON-AVERAGE DAILY ATTENDANCE SUMMER SCHOOL __Redlined 03.02.2023_Aproved" History

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December 22, 2023

Krystin Demofonte, Executive Director
Pacific Coast Academy
13915 Danielson St. #103
Poway, CA 92064-8884

Dear Ms. Demofonte:

Subject: AB 139 Extraordinary Audit

The California Department of Education (CDE) has received a copy of the Extraordinary Audit of the Inspire Charter Schools, issued by the Fiscal Crisis & Management Assistance Team (FCMAT), dated November 20, 2023. Eight county superintendents and the FCMAT entered into an agreement to conduct an Assembly Bill (AB) 139 extraordinary audit of the Inspire Charter Schools to determine if fraud, misappropriation of funds or other illegal fiscal practices may have occurred pursuant to California *Education Code (EC)* Section 1241.5(c).

EC Section 41341(a)(2) gives the State Superintendent of Public Instruction (SSPI) the authority to withhold excesses or add deficiencies to apportionments due to audit exceptions in any fiscal year in which the SSPI certifies apportionments. After reviewing the audit report, we have determined the following:

- Inspire Charter Schools Track A summer program did not have the structural components to support a true offering of a full school calendar 175-day program pursuant to *EC* Section 47612(d) as stated in the Attendance finding. In total, the combined ADA difference for all Inspire Charter Schools for Track A resulted in a net 69.08 overreported ADA for the two years the summer program was operated, 2017-18 and 2018-19. Therefore, CDE will exclude the ADA generated from Track A from the Inspire Charter Schools, as shown on the Attachment. This correction will reduce the number of reported P-2 ADA for the 2017-18 and 2018-19 fiscal years and will be adjusted at the next Principal Apportionment certification in February 2024.
- Inspire Charter Schools should work with their respective County Office of Education to address the other findings and recommendations found in the report.

Apportionment significant findings contained in the audit report may be appealed. These are state compliance findings involving one or more units of average daily attendance or a value equivalent to the Local Control Funding Formula funding for one or more units of average daily attendance. Upon receipt of the final audit report, you have 30 days to file a written request for summary review (*EC* Section 41344.1[d]) or 60 days to file for formal appeal (*EC*

Krystin Demofonte, Executive Director

December 22, 2023

Page 2

Section 41344[d]) with the Education Audit Appeals Panel (EAAP). A summary review is a voluntary, informal, appeals process for audit exceptions that clearly constitute substantial compliance as that term is defined in *EC* Section 41344.1(c). If you request a summary review, you may appeal the findings included in that review by filing a formal appeal with the EAAP within 30 days after receiving a determination of the review.

The timelines and procedures to follow for the appeal process are posted on the EAAP web site at <http://www.eaap.ca.gov>. If you have any questions on the summary review or formal appeal process, please contact the EAAP staff by email at filing@eaap.ca.gov.

A repayment plan to repay an apportionment significant audit exception or to pay a penalty arising from an audit exception may be requested. To request a repayment plan a letter must be submitted to the CDE within 90 days of receipt of the final audit report or within 30 days of withdrawing or receiving a determination of a summary review if there is no appeal, or within 30 days of withdrawing or receiving a final determination regarding an appeal (*EC* Section 41344[a]). More information on the audit resolution process, audit appeals, and repayment plans can be found on the CDE web page at <https://www.cde.ca.gov/fq/au/ag>.

If you have any questions regarding this subject, please contact Keith Smith, Education Fiscal Services Administrator, Categorical Allocations and Audit Resolution Office, at 916-327-0538 or by e-mail at ksmith@cde.ca.gov.

Sincerely,

Elizabeth Dearstyne, Director
School Fiscal Services Division

ED:rt

cc: Dr. Paul Gothold, Superintendent, San Diego County Office of Education
Mr. Bradley Johnson, Superintendent, Dehesa Elementary School District

Attachment – Inspire Charter Schools Track A ADA Claimed and Funded By CDE

County-District-School Code	Charter School (Current Name)	Charter School (Prior Name)	Authorizer	2017-18	2018-19
37 68049 0132506	Cabrillo Point	Inspire Charter - South	Dehesa Elementary	4.39	0
37 68049 0136416	Pacific Coast	Inspire Charter - Pacific Coast, Learning Latitudes	Dehesa Elementary	8.39	0
51 71456 0133934	Feather River	Inspire Charter - North	Winship-Robbins	38.62	17.68



Pacific Coast Academy
13915 Danielson Street, Suite 200 Poway, CA 92064
Ph (619) 215-0704 | Fax (619) 595-6089

December 20, 2023

Dear Dr. Gothold,

I trust this message finds you well. I am writing on behalf of Pacific Coast Academy (PCA) to address the concerns highlighted by the Extraordinary Audit of Inspire Schools and to provide an update on our proactive steps in response to the recommendations from the county.

Reviewing Policies and Procedures:

PCA has taken concrete steps towards implementing real-time improvements discussed with FCMAT and the authorizer. Our measures include a complete separation from the Inspire CMO, engaging external service providers for various functions, particularly Charter Impact for back-office services, and maintaining autonomous financial records overseen by an independent governing board.

Dehesa has implemented a comprehensive oversight process, conducting annual reviews covering financial, personnel, special education, governance, and educational programs. This process includes a thorough review of policies and procedures, and we have successfully enacted necessary changes to ensure compliance and institute robust safeguards.

Review of Attendance Records:

We have initiated discussions with our auditor and have commenced the process of reviewing attendance records. Engaging the state, we are in the process of formulating a tangible action plan. Continuous collaboration with our auditor remains pivotal, and we are committed to fulfilling all necessary requirements as directed.

Regarding Track A:

To clarify, PCA has exclusively maintained a single-track system and has not offered Track A since 2017. We aim to ensure accurate record-keeping in official documentation. The attached documents include proposed changes, slated for submission at our upcoming January board meeting. Additionally, we have submitted a resolution for our non-ADA summer program, tailored specifically to support students who are behind on credits, without any ADA collection associated with the program.

Please be assured that PCA is dedicated to full compliance and transparency. We will diligently pursue all necessary steps to address these concerns, ensuring alignment with the highest standards.

Thank you for your ongoing guidance and support throughout this process. Should you require any further information or updates on our progress, please feel free to reach out.

Warm regards,

A handwritten signature in black ink, appearing to read 'Krystin Demofonte', with a horizontal line extending to the right.

Krystin Demofonte

Executive Director

Coversheet

Resolution Regarding Curriculum Fair

Section: IV. Other Business
Item: C. Resolution Regarding Curriculum Fair
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2024-01 CURRICULUM FAIR__Proposed 01.17.2024.pdf



Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors 2024-01

RESOLUTION REGARDING CURRICULUM FAIR

WHEREAS, the Pacific Coast Academy Board of Directors (“Board”) governs the Pacific Coast Academy (“PCA”), a nonprofit public benefit corporation, within the confines of both federal and state statutes governing charter schools and nonprofit corporations;

WHEREAS, PCA’s school model relies on learning coaches to support the education of the students of PCA;

WHEREAS, professional development for the improved efficacy of learning coaches will better support PCA’s students in their learning styles and needs;

WHEREAS, PCA’s offer of professional development through a curriculum fair on March 22, 2024 will inform and educate families about the various programs offered by PCA;

WHEREAS, the curriculum fair will help address common concerns about PCA’s academic standards and social aspects for educating students from home;

WHEREAS, PCA has identified a qualified and dynamic speaker to present guidance to the learning coaches at attendance at the curriculum fair, Julie Bogart, who will speak on the topic of the Brave Learner;

WHEREAS, the Board believes that payment of Julie Bogart’s fees and costs to attend the curriculum fair and share her expertise with learning coaches is in the best interest of the educational program of PCA and serves the public purpose for which PCA is organized;

WHEREAS, Julie Bogart’s fees costs to attend the curriculum fair are estimated at approximately \$4,650.00;

WHEREAS, the cost to rent the location of the curriculum fair is estimated at \$1,575.00.

NOW, THEREFORE BE IT RESOLVED, that the Pacific Coast Academy Board of Directors:

Authorizes the Executive Director to pay the fees and costs of Julie Bogart up to the amount of \$5,000.00, as her participation and expertise further the educational goals of Pacific Coast Academy. The Executive Director is further authorized to pay the fee to rent the Pathways Church to house the curriculum fair on March 22, 2024 up to the amount of \$1,600.00.

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 January 25, 2024, 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

Approve Minutes

Section:	V. Consent Agenda
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on December 14, 2023



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday December 14, 2023 at 6:00 PM

Location

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

Directors Present

Benjamin Fung, Eric Banatao, Jessica Ackermann, Rose Arevalo

Directors Absent

Kim Gill

Directors who left before the meeting adjourned

Eric Banatao

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 Thursday Dec 14, 2023 at 6:01 PM.

B. Roll Call of Board Members

C. Public Comments

There were no public comments

D. Approval of Agenda

Eric Banatao made a motion to Approve the Agenda.

Jessica Ackermann seconded the motion.

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

E. Fiscal Crisis and Management Assistance Team's (FCMAT) Extraordinary Audit of Inspire Charter Schools

F. Executive Director's Report

The Executive Director presented updates on the following topics:

- New Staff
- Current Enrollment Data
- Top Testers
- PCA Robotics Team
- PCA Community Events
- Professional Development
- Special Populations

II. Finance

A. 2023-2024 First Interim Report

Jessica Ackermann made a motion to Approve 2023-2024 First Interim Report.

Rose Arevalo seconded the motion.

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

B. 2022-2023 Independent Audit Report

Rose Arevalo made a motion to Approve the Independent Audit Report.

Eric Banatao seconded the motion.

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

C. Resolution Regarding 2024-2025 Employee Retention Stipends

Jessica Ackermann made a motion to Approve the Resolution Regarding the 2024-2025 Employee Retention Stipends.

Eric Banatao seconded the motion.

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

III. Other Business

A.

Resolution to Recognize the Legal Extension of the Charter Term

B. Standard and Select Population Graduation Requirements Policy

Eric Banatao made a motion to Approve Standard and Select Population Graduation Requirements Policy.

Jessica Ackermann seconded the motion.

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

C. Field Trip over \$80

Eric Banatao made a motion to Approve the cost of 6th grade science camp to be paid using instructional funds.

Rose Arevalo seconded the motion.

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

IV. Consent Agenda

A. Approve Minutes

Jessica Ackermann made a motion to approve the minutes from Regular Scheduled Board Meeting on 09-14-23.

Rose Arevalo seconded the motion.

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

B. 2023-2024 Employee Handbook

C. 2023-2024 Parent Student Handbook

D. Residency Policy

E. Foster Youth Policy

F. Admissions/Public Random Drawing/Lottery Policy

G. Fiscal Policies and Procedures

H. Resolution Regarding Expenses Relating Robotics Competition

I. 2023-2024 Compensation Policy- Stipend Chart

J. Invoices over \$100,000

K. Approve Consent Agenda

Jessica Ackermann made a motion to Approve Consent Agenda.

Rose Arevalo seconded the motion.

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

V. Closed Session

A. Conference with Labor Negotiators: Executive Director

The board members moves into closed session at 7:32pm.

Eric Banatao left the meeting at 8:28pm.

Closed session ended at 9:04pm.

No decisions were made in closed session.

Eric Banatao left at 8:28 PM.

VI. Closing Items

A. Announcement of Next Scheduled Meeting- January 25 at 6:00pm

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:05 AM.

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. Please 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

403b Plan Document

Section:	V. Consent Agenda
Item:	B. 403b Plan Document
Purpose:	
Submitted by:	
Related Material:	PCA 403(b) Plan Document 7.1.23.pdf

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403(b) Plan for a Public School

Plan Provisions Section

1. Employer Information

Employer name: Pacific Coast Academy
 Employer address: 13915 Danielson St. #103, Poway, CA 92064
 Person at Employer to contact: Krystin Demofonte
 Contact's telephone number: (858)442-0887
 Contact's email address: krystin.demofonte@pacificcoastacademy.org

2. Plan Name: Pacific Coast Academy

3. Plan Effective/Restatement date: 02/01/2021

Note: is this the first document for your plan? If yes, insert date established. If no, enter date plan was restated to this document.

4. State where Employer is located: California

5. The Administrator (see Section 1.3) shall mean the following person(s) or organization and shall perform the following administrative service functions for the Plan:

Name	Administrative Services Performed

NOTE: If the Employer chooses not to delegate any administrative services, this section should be left blank.

6. Valuation Date (see Section 1.22) shall mean:

- ☐ Each business day
☒ The last business day of each month

7. List of Funding Vehicles that are authorized to receive Elective Deferrals :

- ☒ CalSTRS Pension2

8. List of Vendors that can receive Contract Exchanges :

- ☒ CalSTRS Pension2

9. Roth 403(b) Contributions (see Section 11)

- ☐ shall be permitted under the Plan
☒ shall not be permitted under the Plan

10. (a) Employer Discretionary Contributions (see Section 10):

- ☐ shall be permitted under the Plan
☒ shall not be permitted under the Plan

If permitted, for each Plan Year, the Employer Discretionary Contribution shall be:

- ☐ _____ % of each Participant's Compensation contributed to the Employer Contributions Account of each Participant.
☐ \$ _____ contributed to the Employer Contributions Account of each Participant.
☐ An amount, determined uniformly with respect to each Employee classification within the applicable collective bargaining agreement, to the Employer Contributions Account of each Participant as specified in the applicable collective bargaining agreement.

(b) If permitted, Employer Discretionary Contributions shall be made to the following Participants:

- ☐ All Employees
☐ Collectively bargained employees who participate in the following unions:

☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
☐ Management employees
☐ Superintendent
☐ Principals
☐ Treasurer
☐ Administrator
☐ Other (specify): _____

11. (a) Employer Matching Contributions (see Section 10):

- ☒ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

If permitted, Employer Matching Contributions shall match a Participant's (select all that apply):

- ☒ Elective Deferrals
- ☐ Roth 403(b) Contributions

If permitted, the amount of Employer Matching Contributions for each Plan Year shall be:

- ☒ A matching contribution equal to 5 % of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to ____ % of the first ____ % of each Participant's Compensation that is contributed to the Plan for the Plan Year.
- ☐ A matching contribution equal to \$ ____ of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to a percentage of each Participant's contribution to the Plan in an amount to be determined each Plan Year by the Employer or the applicable collective bargaining agreement.

(b) If permitted, Employer Matching Contributions shall be made to the following Participants:

- ☒ All Employees
- ☐ Collectively bargained employees who participate in the following unions:

- ☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
- ☐ Management employees
- ☐ Superintendent
- ☐ Principals
- ☐ Treasurers
- ☐ Administrator
- ☒ Other (specify): School will match 100% of contributions made by the Executive Director and Deputy Executive Director

12. Signature and acknowledgement

- a 403(b) plan document for public schools intended to meet the requirements of the final 403(b) regulations issued on July 24, 2007 (Federal Register (72 FR 41128));
- a plan document substantially similar to the IRS model plan language under Rev. Proc. 2007-71. Additional features in this 403(b) plan document are the ability to offer Roth 403(b) and/or Employer Contributions under your 403(b) plan, which are not addressed by the IRS model plan language. The document has not been reviewed or approved by the Internal Revenue Service.

A plan sponsor should review this plan document, together with legal counsel to the extent appropriate, to determine whether additional modifications to the plan document may be necessary to address specific facts, circumstances, and applicable law.

If a plan sponsor elects to adopt this plan document, it must complete the Plan Provisions Section and return the Section to CalSTRS Pension2 to the following address:

CalSTRS Pension2
P.O. Box 15275, MS-44
Sacramento, CA 95851-0275

If CalSTRS Pension2 does not receive a copy of the completed Plan Provisions Section from the plan sponsor, we cannot provide future updates to this plan document as they become available.

IN WITNESS WHEREOF, the undersigned individual, as authorized by the Employer, has caused this Plan to be executed this ____ day of _____, ____.

Employer: Pacific Coast Academy

By: Krystin Demofonte

Title: Executive Director

SECTION 1: Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

- 1.1 **"Account"**: The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2 **"Account Balance"**: The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, any Employer Contributions, and Roth 403(b) Contributions, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in Section 414(p)(8) of the Code).
- 1.3 **"Administrator"**: means the person(s) or organization, such as the Vendor, third party administrator or other designee, approved by the Employer to administer the Plan and perform administrative functions for the Plan as identified in the Plan Provisions Section.
- 1.4 **"Annuity Contract"**: A nontransferable contract as defined in Section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the State in which the Employer is located as indicated in the Plan Provisions Section and that includes payment in the form of an annuity.
- 1.5 **"Beneficiary"**: The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6 **"Custodial Account"**: The group or individual custodial account or accounts, as defined in Section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.
- 1.7 **"Code"**: The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to Sections of the Code are to such Sections as they may from time to time be amended or renumbered.
- 1.8 **"Compensation"**: All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9 **"Disabled"**: The definition of disability provided in the applicable Individual Agreement.
- 1.10 **"Elective Deferral"**: The Employer contributions made to the Plan at the election of the Participant in accordance with Section 2 in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.
- 1.11 **"Employee"**: Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.
- 1.12 **"Employer"**: The public school adopting this Plan indicated in the Plan Provisions Section.
- 1.13 **"Funding Vehicles"**: The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by the Employer for use under the Plan and are identified in the Plan Provisions Section.
- 1.14 **"Includible Compensation"**: An Employee's actual wages in box 1 of Form W2 for the most recent one year period of service for the Employer, but increased (up to the dollar maximum) by any compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Pursuant to Reg. Section 1.415(c).2(e)(3) of the Income Tax Regulations, Includible Compensation will include any payments made to a Participant who has had a Severance from Employment, provided that the Includible Compensation is paid by the later of 2 months after the Participant's

Severance from Employment or the end of the Plan Year that contains the date of such Participant's Severance from Employment. In addition, pursuant to Reg. Section 1.415(c).2(e)(4) of the Income Tax Regulations, Includible Compensation will include payments made to an individual who does not currently perform services for the Employer by reason of qualified military service (as defined in Section 414(u)(5) of the Code) to the extent those payments do not exceed the amount the individual would have received if the individual had continued to perform services for the Employer rather than enter qualified military service. If the Plan permits Employer Contributions pursuant to Section 10, then such Employer Contributions shall be subject to a maximum of \$200,000 (or such higher maximum as may apply under Section 401(a)(17) of the Code).

- 1.15 **"Individual Agreement"**: The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract with respect to that Participant's Account.
- 1.16 **"Participant"**: An individual for whom Elective Deferrals (or Roth 403(b) Contributions) are currently being made, or for whom Elective Deferrals (or Roth 403(b) Contributions) have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.17 **"Plan"**: The name of the plan as indicated in the Plan Provisions Section.
- 1.18 **"Plan Year"**: The calendar year.
- 1.19 **"Related Employer"**: The Employer and any other entity which is under common control with the Employer under Section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89.23, 1989-1 C.B. 654.
- 1.20 **"Severance from Employment"**: For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).
- 1.21 **"Vendor"**: The provider of an Annuity Contract or Custodial Account.
- 1.22 **"Valuation Date"**: The date(s) selected in the Plan Provisions Section.

SECTION 2: Participation and Contributions

- 2.1 **Eligibility**. Each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals or Roth 403(b) Contributions in accordance with Section 11 made on his or her behalf hereunder immediately upon becoming employed by the Employer.
- 2.2 **Compensation Reduction Election General Rule**.
An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral and/or Roth 403(b) Contributions in accordance with Section 11 on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals (and/or Roth 403(b) Contributions) are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. All Elective Deferrals shall be made on a pre-tax basis. All Roth 403(b) Contributions shall be made in accordance with the terms of Section 11. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the Employee's election.
- 2.3 **Information Provided by the Employee**. Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.
- 2.4 **Change in Elective Deferrals Election**. Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals (and/or Roth 403(b) Contributions), his or her investment direction, and/or his or her designated Beneficiary. A change in the amount of Elective Deferrals (and/or Roth 403(b) Contributions) investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.5 **Contributions Made Promptly.** All contributions under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant.

2.6 **Leave of Absence.** Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals (and/or Roth 403(b) Contributions) under the Plan shall continue to the extent that Compensation continues.

SECTION 3: Limitations on Amounts Deferred

3.1 **Basic Annual Limitation.** Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferrals (and/or Roth 403(b) Contributions to the extent permitted under Section 11) under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under Section 402(g)(1)(B) of the Code, which is \$15,500 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under Section 415(d) of the Code.

3.2 **Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service.** Because the Employer is a qualified organization (within the meaning of Section 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:

- (a) \$3,000;
- (b) The excess of:
 - (1) \$15,000, over
 - (2) The total special 403(b) catch-up elective deferrals made for the qualified Employee by the qualified organization for prior years; or
- (c) The excess of:
 - (1) \$5,000 multiplied by the number of years of service of the Employee with the qualified organization, over
 - (2) The total Elective Deferrals and, if applicable, Roth 403(b) Contributions made for the Employee by the qualified organization for prior years made pursuant to this subsection.

For purposes of this Section 3.2, a "qualified employee" means an Employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 **Age 50 Catch-up Elective Deferral Contributions.** An Employee who is a Participant who will attain age 50

or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals (and/or Roth 403(b) Contributions), up to the maximum age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for a year is \$5,000 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under the Code.

3.4 **Coordination.** Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3.

3.5 **Special Rule for a Participant Covered by Another Section 403(b) Plan.** For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a Code Section 403(b) plan.

3.6 **Correction of Excess Elective Deferrals.** If the Elective Deferrals (or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferrals (and/or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral (and to the extent applicable, Roth 403(b) Contributions), to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant. Excess Deferrals (and, if applicable, Roth 403(b) Contributions) will be distributed to the Participant, with allocable net income, no later than April 15 of the following taxable year or otherwise in accordance with Section 402(g) of the Code.

3.7 **Protection of Persons Who Serve in a Uniformed Service.** An Employee whose employment is interrupted by qualified military service under Section 414(u) of the Code or who is on a leave of absence for qualified military service under Section 414(u) of the Code

may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under Section 414(u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

SECTION 4: Loans

- 4.1 **Loans.** Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.
- 4.2 **Information Coordination Concerning Loans.** Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.
- 4.3 **Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:
- (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or
 - (b) one half of the value of the Participant's vested Account Balance (as of the Valuation Date immediately preceding the date on which such loan is approved by the Administrator). For purposes of this Section 4.3, any loan from any other plan maintained by the Employer

and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

SECTION 5: Benefit Distributions

- 5.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.3 (relating to withdrawals of amounts rolled over into the Plan), Section 5.4 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59.. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements. Notwithstanding the foregoing, Elective Deferrals made to an Annuity Contract and corresponding earnings as of December 31, 1988 are "grandfathered" and withdrawal restrictions do not apply to the extent that such amounts can be appropriately identified by the Vendor.
- 5.2 **Minimum Distributions.** Each Individual Agreement shall comply with the minimum distribution requirements of Section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of Section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Section 1.408-8 of the Income Tax Regulations, except as provided in Section 1.403(b)-6(e) of the Income Tax Regulations.
- 5.3 **In-Service Distributions From Rollover Account.** If a Participant has a separate account attributable to rollover contributions to the Plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.
- 5.4 **Hardship Withdrawals.**
- (a) Hardship withdrawals shall be permitted under the Plan in accordance with the financial need safe harbor rules described in Section 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals (or Roth 403(b) Contributions) shall be allowed under the Plan during the 6-month period beginning on the date the Participant receives a distribution on account of hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to Section 1.401(k)-1(d)(3)(iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals (or Roth 403(b) Contributions) under the Plan.

(c) An Individual Agreement may make distributions to a Participant for expenses described in Section 1.401(k)-1(d)(3)(iii)(B)(1), (3), or (5) of the Income Tax Regulations for a primary Beneficiary. For this purpose, a "primary Beneficiary" is an individual who is named as a Beneficiary and has an unconditional right to all or a portion of the Account balance upon the death of the Participant.

5.5 Rollover Distributions.

(a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in Section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in Section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in Section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of Section 408(d)(3)(C) of the Code).

(b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

(c) A Participant or a spouse who is the designated Beneficiary of the Participant may elect to roll over amounts in accordance with Section 408A(e) of the Code directly to a Roth IRA.

SECTION 6: Rollovers to the Plan and Transfers

6.1 Eligible Rollover Contributions to the Plan.

(a) Eligible Rollover Contributions. To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with Section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of Section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in Section 402A(e)(1) of the Code or a Roth IRA described in Section 408A of the Code.

(b) Eligible Rollover Distribution. For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) a payment if it is part of a series of equal (or almost equal) payments that are made at least once a year and that will last for (i) the life of the Participant (or the joint lives of the Participant and the Participant's Beneficiary), (ii) the life expectancy of the Participant (or the joint life and last survivor expectancy of the Participant and the Participant's Beneficiary), or (iii) any installment payment for a period of 10 years or more; (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the Participant; (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under Section 401(a)(9) of the Code; (4) corrective distributions of excess contributions under a qualified cash or deferred arrangement described in Section 1.401(k).2(b)(2) of the Income Tax Regulations and excess aggregate contributions described in Section 1.401(m).2(b)(2) of the Income Tax Regulations, together with the income allocable to these distributions; (5) loans that are treated as deemed distributions pursuant to Section 72(p) of the Code and (6) similar items designated by the Commissioner in revenue rulings, notices, and other guidance published in the Internal Revenue Bulletin. In addition, an eligible retirement plan means an individual retirement account described in Section 408(a) of the Code, an individual retirement annuity described in Section 408(b) of the Code, a qualified trust described in Section 401(a) of

the Code, an annuity plan described in Section 403(a) or 403(b) of the Code, or an eligible governmental plan described in Section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) **Separate Accounts.** The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

6.2 Plan-to-Plan Transfers to the Plan.

(a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under Section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with Section 1.403(b).10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies Section 403(b) of the Code.

(b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer in accordance with Section 1.414(l)(1) of the Code.

(c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that

(1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.3 Plan-to-Plan Transfers from the Plan.

(a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance

transferred to another plan that satisfies Section 403(b) of the Code in accordance with Section 403(b).10(b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred in accordance with Section 1.414(l)(1) of the Code.

(b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after tax employee contributions).

(c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies Section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to Section 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 Contract and Custodial Account Exchanges.

(a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors identified in the Plan Provisions Section. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.

(b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both Section 403(b) contracts or

custodial accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy Section 403(b) of the Code, including the following: (i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions Section 5.1); (ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.4 if the withdrawal results in a 6-month suspension of the Participant's right to make Elective Deferrals (and, if applicable, Roth 403(b) Contributions) under the Plan; and (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's Section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.4); and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:

(i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under Section 72(p)(1); and (ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.

(e) If any Vendor ceases to be eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan as indicated in the Plan Provisions Section, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of

information described in Section 6.4(d)(1) and (2) in order for such Vendor to be listed in the Plan Provisions Section.

6.5 Permissive Service Credit Transfers.

(a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in Section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in Section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which Section 415 of the Code does not apply by reason of Section 415(k)(3) of the Code.

(c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

SECTION 7: Investment of Contributions

7.1 **Manner of Investment.** All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

7.2 **Investment of Contributions.** Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in Section 6.4 of the Plan, the Individual Agreements and permitted under applicable Income Tax Regulations.

7.3 Current and Former Vendors. The Administrator shall maintain a list of all Vendors under the Plan, including those eligible to receive Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions, as applicable, and, those only eligible to receive contract exchanges made under Section 6.4, if applicable, which shall be listed in the Plan Provisions Section. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy Section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy Section 403(b) of the Code or other requirements of applicable law.

SECTION 8: Amendment and Plan Termination

- 8.1 Termination of Contributions.** The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 8.2 Amendment and Termination.** The Employer reserves the authority to amend or terminate this Plan at any time.
- 8.3 Distribution upon Termination of the Plan.** The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed as soon as administratively practicable under the Plan, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative Section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

SECTION 9: Miscellaneous

- 9.1 Non-Assignability.** Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 9.2 Domestic Relation Orders.** Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any State ("domestic relations order") and Section 414(p) of the Code, then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.
- 9.3 IRS Levy.** Notwithstanding Section 9.1, if a Participant or Beneficiary is entitled to a distribution in accordance with Section 5, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 9.4 Tax Withholding.** Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals (and, if applicable, Roth 403(b) Contributions), which constitute wages under Section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including Section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

9.5 Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

9.6 Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

9.7 Procedure When Distributee Cannot Be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on the Employer's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

9.8 Incorporation of Individual Agreements. The Plan, together with the Individual Agreements, is intended to satisfy the requirements of Section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or Section 403(b) of the Code.

9.9 Governing Law. The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

9.10 Headings. Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

9.11 Gender. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

SECTION 10: Employer Contributions

10.1 Definitions.

(a) "Employer Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total vested interest (including any earnings and losses attributable thereon) under the Plan resulting from Employer Discretionary Contributions and/or Employer Matching Contributions.

(b) "Employer Discretionary Contributions" means the Employer's discretionary contributions to the Plan in accordance with the formula selected by the Employer in the Plan Provisions Section.

(c) "Employer Matching Contribution" means the Employer's contributions to the Plan that match a Participant's Elective Deferrals or Roth 403(b) Contributions in accordance with the formula selected in the Plan Provisions Section.

(d) "Vested" means the nonforfeitable portion of any Account maintained on behalf of a Participant.

10.2 Employer Contributions. For each Plan Year, the Employer will contribute to the Plan the amount and form of contributions as specified in the Plan Provisions Section, subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Employer Contributions Account.

10.3 Maximum Annual Additions.

(a) The maximum permissible Annual Additions that may be contributed or allocated to each Participant's Account under the Plan for any Plan Year will not exceed the lesser of:

- (i) \$40,000, as adjusted for increases in the cost of living under Section 415(d) of the Code, or
- (ii) 100 percent of the Participant's Includible Compensation for the Plan Year.

(b) For purposes of this Section, "Annual Additions" means, for any Plan Year, the sum of Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions to the Plan made to the Participant's Account and the sum of any employee and employer contributions made on behalf of such individual under any other 403(b) plan, whether or not sponsored by the Employer.

(c) If a Participant has a "controlling interest" in another employer and participates in that employer's qualified 401(a) defined contribution plan, a welfare benefit fund (as defined in Section 419(e) of the Code), an individual medical account (as defined in Section 415(l)(2) of the Code) or a simplified employee pension (as

defined in Section 408(k) of the Code) which provides Annual Additions, the amount of Annual Additions which may be credited to a Participant's Account for any Plan Year will not exceed the maximum permissible amount described in subsection (a), taking into account employer contributions that have been allocated to such other plans as described in this subsection. a complete discharge of any liability for such payments under the Plan.

(d) If the Annual Additions are greater than the maximum permissible amount described in subsection (a) in a Plan Year, no amount will be contributed to the Participant's Account under the Plan for that Plan Year. If there is any such excess amount under the Plan, the Employer or its delegate will direct the Vendor as to the appropriate method of correction of such excess amounts in accordance with the Income Tax Regulations. If timely correction of such excess is not made, such excess will remain in the Plan and will be separately accounted for in accordance with Section 403(c) of the Code.

10.4 **Vesting.** A Participant will be 100% Vested in any Employer Discretionary Contributions and Employer Matching Contributions.

SECTION 11: Roth 403(b) Contributions

11.1 Definitions.

- (a) "Roth 403(b) Contributions" means, if so elected by the Employer in the Plan Provisions Section, contributions that are:
- (i) made by the Employer to the Plan pursuant to a Compensation reduction agreement entered into by a Participant, which qualifies as a "designated Roth contribution" within the meaning of Code Section 402A;
 - (ii) irrevocably designated by the Participant at the time of the cash or deferred election as a Roth elective deferral that is being made in lieu of all or a portion of the Elective Deferrals the Participant is otherwise eligible to make under the Plan; and
 - (iii) treated by the Employer as includible in the Participant's income at the time the Participant would have received that amount in cash if the Participant had not made a cash or deferred election.

(b) "Roth 403(b) Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total interest (including and earnings and losses attributable thereon) under the Plan resulting from Roth 403(b) Contributions.

11.2 **Roth 403(b) Contributions.** For each Plan Year, each Participant may elect to make Roth 403(b) Contributions to the Plan up to the applicable limit under Code Section 402(g) and as aggregated with Elective Deferrals as described in Section 3.1, 3.2, and 3.3, and subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Roth 403(b) Contributions Account.

11.3 Distribution of Roth 403(b) Contributions.

- (a) **Qualified Distributions:** Distributions from a Roth 403(b) Contributions Account will be tax free for federal income tax purposes if:
- (i) The amounts are held for a 5 year holding period, measured from the first year that the initial Roth 403(b) Contribution was made on behalf of the Participant to a Roth 403(b) Contributions Account, and
 - (ii) The distribution is due to a Participant's attainment of age 59 ½, death, or in the event of the Participant's becoming Disabled.
- (b) **Nonqualified Distributions:** Amounts distributed from a Roth 403(b) Contributions Account that are not considered "Qualified Distributions" as defined in Section 11.3(a), may be distributed from a Roth 403(b) Contributions Account subject to the distribution rules applicable to Elective Deferrals as described in Section 5.1. Such nonqualified distributions shall be subject to federal income tax to the extent that the amount distributed exceeds the value of the Roth 403(b) Contributions.
- (c) In no event shall amounts held in a Roth 403(b) Contributions Account shall be used for a loan in accordance with Section 4, distributed due to a hardship withdrawal under Section 5.4, transferred in accordance with Sections 6.3 or 6.5, or exchanged in accordance with Section 6.4.
- (d) Participant may elect to have certain portions of the Participant's Vested Account Balance under the Plan treated as being distributed to the Participant as an eligible rollover distribution that is credited via an in-Plan direct rollover to a Roth After-Tax Employee Contribution Account under this Plan.

For more information, contact:

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COM 1681 (10/15)

Coversheet

Comprehensive School Safety Plan

Section: V. Consent Agenda
Item: C. Comprehensive School Safety Plan
Purpose:
Submitted by:
Related Material:
PCA 2022-2023 Comprehensive Safety Plan_Final_01.27.2023_Redlined 01.19.2024(a).pdf



Pacific Coast Academy

Comprehensive Safety Plan

~~2023-2024 2022-2023~~

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~~This document is to be maintained for public inspection during business hours.~~

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INTRODUCTION

Pacific Coast Academy is committed to ensuring that all enrolled students and all employees are safe and secure. Pacific Coast Academy believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Pacific Coast Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval no later than March 1 of each year.

A. Child Abuse Reporting Procedures - Penal Code 11164. *et seq.*

B. Disaster Procedures, routine and emergency plans, and crisis response plan, including **adaptions for pupils with disabilities in accordance with the federal Americans with Disabilities Act , the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act:**

- Earthquake emergency procedure system that includes: A school building disaster plan (Fire; relocation/evacuation; bomb threat; bioterrorism/hazardous materials; earthquake; flood; power failure/blackout; intruders/solicitors; weapons/assault/hostage; explosion; gas/fumes)
- A drop procedure, drop procedure practice
- Protective measures to be taken before, during and after an earthquake
- A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures
- Procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency

C. Suspension/Expulsion policies for Pupils who commit certain acts and other school- designated serious acts that would lead to suspension or expulsion – Ed Code 48915

D. Procedures to notify teachers of dangerous pupils – Ed Code 49079

E. Discrimination and Harassment Policy (include hate crime reporting procedures and policies)

F. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)

G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)

H. A safe and orderly environment conducive to learning at the school

I. Rules and procedures on school discipline adopted pursuant to Education Code section 47605

J. Procedures for conducting tactical responses to criminal incidents

K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

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L. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

A. CHILD ABUSE REPORTING PROCEDURES

Child abuse reporting law (Penal Code Section 11164, *et seq.*) requires that a Pacific Coast Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Pacific Coast Academy, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected and provide annual training regarding the required procedures for mandated reporters within the first six weeks of each school year. Any employee hired during the school year shall receive such training within the first six weeks of employment.

Employees of Pacific Coast Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

REPORTING PROCEDURES

A.

To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- The name of the person making the report.

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- The name of the child.
- The present location of the child.
- The nature and extent of any injury.
- Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

B.

Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax, or electronically transmit a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form from the local child protective agency, or may retrieve the form from the internet.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

C.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Executive Director.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.

When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

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It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with School policies. The Executive Director or designee should consult with legal counsel in handling the employee discipline.

B. DISASTER PROCEDURES

Pacific Coast Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

The Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) and the National Incident Management System (NIMS) will be utilized during all emergencies. When the school activates the ICS, communication and coordination will be established between the Incident Commander (in the field) and the Emergency Operation Center (EOC) Director. The Incident Commander will be the senior school staff member at the location of the incident. The EOC Director is the Executive Director, or if unavailable, the Deputy Executive Director.

RESPONSIBILITIES

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

- Krystin Demofonte, Executive Director, (p) 858-442-0557, krystin.demofonte@pacificcoastacademy.org
- Shari Erlendson, Deputy Executive Director, (p) 619-339-1516, shari.erlendson@pacificcoastacademy.org

In the absence of the Executive Director or Deputy Executive Director, Regional Coordinators are responsible for ensuring that employees are in compliance with this Plan.

The EOC Director is responsible for operating and coordinating all emergency operations, requesting mutual aid assistance from law enforcement and emergency agencies, and has complete authority and

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responsibility for conducting the overall operations.

Supervisors will notify their employees of any known safety hazards or emergencies. Employees will notify their supervisor of any new safety hazards or emergencies. Employees will follow all reporting instructions as outlined in this Plan.

EMERGENCY TELEPHONE NUMBERS

Poway

- Local Police - San Diego County Sheriff's Department, 858-513-2800
- Local Fire – Poway Fire Department Station 1, 858-668-4460
- Local Hospital – Palomar Medical Center Poway, 858-613-4000

El Cajon

- Local Police - San Diego County Sheriff's Department, 858-565-5200
- Local Fire - CAL Fire, 619-590-3100
- Local Hospital - Grossmont Hospital, 619-740-6000

Mission Valley

- Local Police - San Diego Police Department, Eastern Division, 858-495-7900
- Local Fire - San Diego Fire-Rescue Department, 858-573-1300
- Local Hospital - Sharp Memorial Hospital, 858-939-3400

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid. In the event that the 9-1-1 emergency system is not functioning, you should call the local police department or fire department.

SPECIFIC PROCEDURES

EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near the office are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The supervisor in charge at the office should identify evacuation areas on site and alternative off- sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

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The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, worksite supervisors must bring with them the location roster and emergency supplies.

During an evacuation, the following procedures must be followed:

- Move staff to the designated Evacuation Area.
- Take roll by completing Staff Accountability Form
- Runners collect Staff Accountability Report from classroom or work areas.
- If employee has an assignment on Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- Report to Incident Commander (IC) for briefing and assignment.

SHELTER IN PLACE/LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown or shelter in place. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a shelter in place, lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- If inside, stay inside.
- Lock door(s) to buildings and or work areas.
- If possible, quickly close all windows and then move away from the windows.
- Use caution when allowing late reporting staff to enter into the building.
- Have staff hide, if appropriate.
- Take roll using Staff Accountability Form.
- Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.
- Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

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- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life- threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size- up**” are:

Gather Facts

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

Assess and Communicate the Damage

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

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Consider Probabilities

- What is likely to happen?
- What is the worst-case scenario?

Assess Your Own Situation

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

Establish Priorities

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

Make Decisions

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

Develop an INCIDENT ACTION PLAN

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

Take Action

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

Evaluate Progress

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

BOMB THREAT

Telephone Bomb Threat

- During or after the call, if possible, complete the bomb threat checklist found on page 13.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat. Try if possible, to determine the gender and age of caller. Try if possible, to get

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the caller to tell you the exact location of the bomb and the time of threatened detonation.

- Have someone else call **911** (first 9 is to obtain outside line) and notify the Executive Director. If the Executive Director is not available, notify the Deputy Executive Director.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- If the location of the bomb is not specifically designated, students and staff will be kept in a secure location.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or his/her designee, in conjunction (when possible) with law enforcement.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-Mail Bomb Threat

- Save the e-mail message.
- Print a copy of the message and give to the Executive Director, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

BOMB THREAT CHECKLIST – PACIFIC COAST ACADEMY

This form will help you obtain the necessary information from the caller. Keep this information near the phone. Date: _____ Time: _____ AM _____ PM _____

Exact words of the person placing call: _____

QUESTIONS TO ASK:

- When is the bomb going to explode? _____
- Where is the bomb right now? _____
- What kind of bomb is it? _____
- What does it look like? _____
- Why did you place the bomb? _____
- What will prevent you from doing this? _____
- What is your name? (He/she may inadvertently give it) _____

TRY TO DETERMINE THE FOLLOWING: (Circle all that apply)

Caller Description: Male Female Adult Juvenile Middle-Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate
Emotional Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet
Voices Airplanes Street Traffic Party Atmosphere Other: _____

NOTIFY THE FOLLOWING PERSON(S): _____

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb Threat: _____ at telephone number: _____

Caller ID returned the following number: _____

Police contacted by: _____ Time: _____ Date: _____

Search was made for the bomb: Y N Evacuation was conducted: Y N

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FIRE/EXPLOSION/AIRCRAFT CRASH OR SIMILAR INCIDENT

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

FIRE/EXPLOSION/AIRCRAFT CRASH PROCEDURES

- Call **911** to report a fire, explosion, aircraft crash, or similar incident, stay on-line and give specific information (name, address of school or facility). Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.
- In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.
- Do not attempt to fight large fires, call **911** and evacuate building.
- Assist students in evacuating the building and proceed to outdoor school evacuation area or areas. When evacuating buildings walk, do not run.
- If heavy smoke is present, crawl or stay near floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building. Stay in the designated assembly area and account for all personnel and students by using the Staff and Student Accountability Report.
- Do not block fire lanes or areas used by the fire department.
- Do not re-enter building until authorized by fire department or the Executive Director.
- If the fire is off site, wait for instructions from the EOC (Executive Director) or the EOC's designee.
- If safe to do so, site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, and if safe to do so, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC); the IC shall contact the EOC; the EOC and IC shall coordinate with emergency services.
- Supervisors are to complete the Staff Accountability Report when safe to do so.
- Data collected from the Staff Accountability Form will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.

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- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.
- Fire drills shall be conducted as frequently as is required by law.

POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

IN VEHICLE

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with School office.

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GENERAL GUIDELINES (AFTER THE QUAKE)

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. As we have been warned, we may be on our own for several hours or days.
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the EOC (Executive Director).
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

Imminent warning signs require an immediate response and may include the following:

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.

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- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS).
- Appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- Notify appropriate individuals, i.e., EOC (Executive Direct, Deputy Executive Director).
- Provide information, when practicable, about the incident to staff via e-mail or by phone.
- Account for all staff members and students by using phone or e-mail or other communication means.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff and students to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members and students involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Executive Director. After consultation with law enforcement, determine whether to place a message on the School's website.
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

If staff are outside, they should be trained and/or instructed to:

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.
- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - Is suspect still on site and do you know current location?
 - Where was the specific location of occurrence?

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- Are there wounded staff members or students? How many?
- Description of all weapons (handgun, shotgun, automatic, dangerous objects, explosive devices, other).
- Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

DEATH AND/OR SUICIDE

Death at a workplace or school site is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member, student, or student's-family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death at a school related activity are outlined below. Staff should follow the Students in Crisis Flow Chart for any student's facing immediate or non-immediate threats in any setting.

DEATH OCCURS AT SCHOOL

- Call **911**. Identify your address and briefly outline the emergency and location on site.
- Notify the school administration.
- Activate the Incident Command System if necessary. Assign staff as needed.
- Notify the EOC.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- If the deceased is an employee, the EOC must notify Cal-OSHA within the 8-hour time

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requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal- OSHA.

- Monitor staff emotional responses. Following a death there may be:
 - Self-referrals
 - Parent referrals
 - Reports and concerns expressed by relatives or good friends
 - Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non- threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- Activate the Incident Command System and appoint an Incident Commander (IC).
- If possible, the IC can provide law enforcement with key information relating to the work site and contact information for school employees.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. TIME IS ON YOUR SIDE.
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.
- If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and

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advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the **911** dispatcher report the following if known:
 - Number of suspect(s)
 - Names(s) of suspect(s) (if known)
 - Description of suspect(s):
 - Male or Female
 - Race
 - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
 - Height (short; medium; tall) avoid using feet/inches
 - Hair
 - Eyes
 - Approximate age
 - Description of clothing
 - Anything special or unusual, like:
 - Scars
 - Tattoos
 - Burn marks
 - Birthmarks
 - Pierced body parts
 - Jewelry
 - Exact location of suspect (building, room) and include North, South, East or West in your directions.
 - Approximate number of staff and/or students in hostage area.
 - Are weapons or explosive devices involved?
 - Have any shots been fired? If yes, describe sound and number of shots fired.
 - Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
 - Are there any demands the suspect has made?
 - Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?
- If possible, assign another staff member to notify the EOC.

WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a

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dangerous area.

- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

THE IC SHOULD MAKE PLANS TO

- Assign necessary personnel to assist.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

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Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person

Attempt to use phrases such as:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to the building easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The site administrator and EOC should discuss and review plans to "Lockdown" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material.
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure,

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emergency first aid and treatment for exposure.

- All hazardous materials should be stored in a safe manner.

HOW SHOULD THE SCHOOL RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach the incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of the ICS and appoint an IC. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Lockdown” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If in “Lockdown” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take a head count and report missing or ill staff or students to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:

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- Your address, and room or floor number
- Describe illness or type of injury
- How the illness or type of injury occurred
- Age of ill or injured staff member or student
- Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including location where staff or student has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's or student's family.

GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff, students and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct individuals evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to IC or EOC.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building or is recommended by the Fire Department or other law enforcement.

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EXTENDED POWER LOSS

In the event of extended power loss to a facility, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

UPON RESTORATION OF HEAT AND POWER

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

BIOLOGICAL/CHEMICAL WEAPONS ASSAULT

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice, or their release can be accidental or terrorism related. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous.

Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director. The Executive Director should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation. If the agent is delivered via aircraft:

- All staff and students should be moved indoors.

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- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
 - Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape, if available, to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
 - Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. Pacific Coast Academy EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information,

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employee/student crisis counseling, and facility damage assessment/control.

FLOOD PROCEDURES

If a flood warning is received by the school, notify Pacific Coast Academy Executive Director immediately.

If a major flood warning is received at the Poway Office, Pacific Coast Academy EOC should be activated.

Based upon the specific threat, Pacific Coast Academy EOC in conjunction with the law enforcement or emergency crews will develop an action plan to protect personnel, students and facilities.

Evacuation of specific facilities or areas will be directed by the IC or Pacific Coast Academy EOC.

LOCKDOWN/CIVIL UNREST PROCEDURES

Any threatening disturbance should be reported immediately to the Executive Director and/or Site Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director or Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone unknown
- Keep students inside classroom, regardless of lunch or recess until you are told by the EOC, or EOC's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If situation is violent and may include the use of firearms, the IC should instruct all staff and students to lie face down on the floor and remain immobile.

All school staff must follow all instructions given by responding law enforcement.

If the event is major, the EOC, in conjunction with the IC, will develop an Action Plan to deal with the

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situation as well as the following:

- Telephone inquiries
- Media relations and public information
- Employee/Student crisis counseling
- Facility damage assessment/control

SEVERE WINDSTORM PROCEDURES

If a severe wind warning is received at a School location, notify Pacific Coast Academy Executive Director or Site Administrator immediately.

If a severe wind warning is received at Pacific Coast Academy Office, Pacific Coast Academy ICS should be activated.

Based upon the specific threat, Pacific Coast Academy EOC in conjunction with the City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific facilities or areas will be directed by Pacific Coast Academy in coordination with law enforcement or emergency services.

SUSPICIOUS MAIL/PACKAGES

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that:

- is unexpected or from an unfamiliar source
- has excessive postage
- is addressed to someone who no longer works in Pacific Coast Academy
- is addressed to a current employee but with the wrong title
- contains several misspelled words on the envelope
- marked with restrictive endorsements such as "Personal" or "Confidential"

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- has no return address or an address that cannot be verified
- mail that is from a foreign country
- shows a city or state in the postmark that doesn't match the return address
- is lopsided, oddly shaped, or has an unusual weight, given its size
- has protruding wires, strange odors or stains
- has powdery substance on the outside
- has an unusual amount of tape on it
- is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify the EOC or your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify Pacific Coast Academy's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.

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- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

GUIDELINES FOR SPEAKING TO THE MEDIA

Only the Chairperson of the Board of Directors or Executive Director are permitted to speak to the media. When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

USE OF SCHOOL BUILDINGS BY PUBLIC AGENCIES

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The Executive Director designee shall establish communication with the American Red Cross and local public agencies to use the School’s facility during a disaster or other emergency affecting the public health and welfare. The School shall cooperate with the public agency in furnishing and maintaining the services as the School may deem necessary to meet the needs of the community.

C. DISCIPLINE POLICIES PURSUANT TO EDUCATION CODE SECTION 48915(D)

Please see the School’s Suspension and Expulsion Policies attached hereto as Appendix A.

D. PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The Executive Director or designee shall also inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act that could constitute grounds for suspension or

expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written School records or records received from a law enforcement agency.

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, to avoid being needlessly vulnerable, or protect others from needless vulnerability.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Executive Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Executive Director or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall also notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, coaches and counselors.

E. DISCRIMINATION AND HARASSMENT POLICY

Please see the Schools Discrimination and Harassment Policy attached hereto as Appendix B.

F. SCHOOL DRESS CODE

Being a non-classroom based school, Pacific Coast Academy does not have a school dress code.

G. PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND SCHOOL EMPLOYEES TO AND FROM SCHOOL

Pacific Coast Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe. Any problems associated with safe ingress and egress will be addressed immediately.

There is 1 entrance and 2 exits at 13915 Danielson Street, Poway, CA.

Front of the location is open from 7:00 am to 7:00 pm.

All adults are to enter from the front of the location. All visitors must check in at the reception desk to

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identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE PURSUANT TO EDUCATION CODE SECTION 47605

Please see the School's Suspension and Expulsion Policies attached hereto as Appendix A.

J. PROCEDURES FOR CONDUCTING TACTICAL RESPONSES TO CRIMINAL INCIDENTS (INCLUDING PROCEDURES RELATED TO INDIVIDUALS WITH GUNS ON SCHOOL CAMPUSES AND SCHOOL-RELATED FUNCTIONS).

This section should be based on the specific needs and context of each school and community and developed with the help of local law enforcement.

K. PROCEDURES TO ASSESS AND RESPOND TO REPORTS OF ANY DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY THAT IS BEING CONDUCTED OR THREATENED TO BE CONDUCTED AT THE SCHOOL, AT AN ACTIVITY SPONSORED BY THE SCHOOL, OR ON A SCHOOLBUS SERVING THE SCHOOL

This section is developed with the help of local law enforcement and county office of education expertise. Tactical responses are considered internal confidential information and are excluded from this copy of the plan.

L. A PROTOCOL IN THE EVENT A PUPIL IS SUFFERING OR IS REASONABLY BELIEVED TO BE SUFFERING FROM AN OPIOID OVERDOSE.

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PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Pacific Coast Academy's primary goal in the fight against opioids and fentanyl use is prevention.

Pacific Coast Academy will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:

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- How opioids and fentanyl affect the body's systems.
- Refusal strategies
- The signs and symptoms of use/abuse
- The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.

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- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, and provide rescue breathing if the person is not breathing on their own.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel are on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

Coversheet

Independent Study Policy

Section: V. Consent Agenda
Item: D. Independent Study Policy
Purpose:
Submitted by:
Related Material: PCA Independent Study Policy_v3_8.08.2022_Redlined 12.20.2023.pdf



Pacific Coast Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

Pacific Coast Academy (hereinafter “Charter School”) offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Pacific Coast Academy Governing Board approving this Independent Study Policy is to accomplish the following:

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by Charter School in alignment with Education Code (“EC”) § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701.

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher (“Homeschool Teacher”) at an in-person meeting on at least two (2) occasions each semester for a minimum of (4) meetings per school year. No more than 60 days shall lapse between the in-person meetings. The in-person meetings are an integral component of the School’s educational services. The Executive Director, in the Executive Director’s sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the four (4) in-person meetings, absent an Executive Director’s waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student’s failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be

placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 - a) Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - b) Successful completion of courses that satisfy the requirements for entrance to the University of California and California State University,
 - c) Successful completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - d) Successful completion of both the university entrance and career technical courses specified above,
 - e) English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - f) English learner reclassification,
 - g) Passing an advanced placement exam with a score of "3" or higher, and
 - h) Demonstrating college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
 - ii. Pupil engagement, as measured by all of the following, as applicable:
 - a) School attendance,
 - b) Chronic absenteeism,
 - c) Middle school dropout,
 - d) High school dropout, and
 - e) High school graduation.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

- c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
- a. Verify the student’s current contact information;
 - b. Notify the student’s parent or guardian of the student’s lack of participation within one schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for reengagement;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
7. Based on each student’s grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record for that student, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29

U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9),
- j. Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:

- i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
- a. Students will initial “Monthly Independent Study Log” on the school days where they have completed schoolwork Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed schoolwork on these days.”
 - b. Students shall not be counted for ADA purposes while attending the Charter School’s summer school sessions.
12. Tracks: Charter School may only offer a multi-track program if each track is a minimum of 175 days.

Coversheet

Harassment Discrimination Intimidation and Bullying Prevention Policy

Section: V. Consent Agenda
Item: E. Harassment Discrimination Intimidation and Bullying Prevention Policy
Purpose:
Submitted by:
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Pacific Coast Academy

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

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HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACT TO LEARN ACT

It is the policy of Pacific Coast Academy ("School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific Coast Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities. **This policy also applies to all acts related to school activity or school attendance and all acts of the governing board in enacting policies and procedures of the governing board.**

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior

and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

DEFINITIONS

Discrimination

Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying

Bullying may take place in a variety of hostile acts that are carried out repeatedly overtime. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message,

text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.

- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation

Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

REPORTING DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING OR RETALIATION

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their Homeschool Teacher, school counselor or other school personnel
- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at (619) 215-0704
- By email at krystin.demofonte@pacificcoastacademy.org
- By mail at 13915 Danielson Street Suite #103 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take

immediate steps to intervene when it is safe to do so.

INVESTIGATION AND DISPOSITION OF COMPLAINTS

General Grievance Procedures

The following general grievance procedures ("General Grievance Procedures") are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School's Uniform Complaint Procedures ("UCP") or Title IX Grievance Procedures per School's Title IX Policy. For example, an allegation of bullying that is unrelated to any protected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting.

Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Coversheet

Suspension and Expulsion Policy

Section: V. Consent Agenda
Item: F. Suspension and Expulsion Policy
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Submitted by:
Related Material: PCA Suspension and Expulsion Policy_V2_Redlined 01.22.2024.pdf



Pacific Coast Academy

Suspension and Expulsion Policy

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SUSPENSION AND EXPULSION POLICY

Pacific Coast Academy “Charter School” is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

RESPONSIBILITY OF THE CHARTER SCHOOL

When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be ~~printed and distributed as part of the Parent Student Handbook~~ posted on our website and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. Charter School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. Charter School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Charter School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places ~~his or her~~ their body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a

pillow, blanket, carpet, mat, or other item to cover a pupil's face.

- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

GROUPS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or

intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~ their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code Section 48901.1).
- ~~● Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.~~
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this

section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~ their own safety or for ~~his or her~~ their immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or ~~his or her~~ their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated ~~school personnel~~, a student or a group of students ~~that is sufficiently severe or pervasive to the extent of having to have~~ the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading ~~personnel or~~ student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression ~~or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status~~, or association with one or more of these actual or perceived characteristics. ~~This policy applies to all acts related to school activity or school attendance occurring within the school.~~
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student’s age, or for a person of that student’s age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.

iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

~~iv~~ ~~iii~~. An act of cyber sexual bullying. as defined under Education Code Section (48900(r)(2)(A)(iii).

~~iii~~ ~~iv~~. Notwithstanding ~~subparagraphs (1) and (2)~~ the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~(a) For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.~~

~~(b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school sanctioned activities.~~

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the **Executive** Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the **Executive** Director or designee's concurrence.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of ~~his or her~~ **their** own prescription

products by a student.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for ~~his or her~~ their own safety or for ~~his or her~~ their immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or ~~his or her~~ their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated ~~school personnel~~, a student or ~~a~~ group of students ~~that is sufficiently severe or pervasive to the extent of having have~~ the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading ~~personnel~~ or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics. ~~This policy applies to all acts related to school activity or school attendance occurring within the school.~~
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with that student's academic performance.
- iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

~~iv~~ ~~iii~~. An act of cyber sexual bullying, as defined under Education Code Section (48900(r)(2)(A)(iii)).

~~iii~~ ~~iv~~. Notwithstanding ~~subparagraphs (1) and (2)~~ the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~(a) For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.~~

~~(b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.~~

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision ~~(1a)~~ above.
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the **Executive** Director or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the **Executive** Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

WILLFUL DEFIANCE

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or noncertificated employee may refer a student to School administrators and timely in-school interventions or supports. The School administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by parents. The School administrator shall also, by the end of the fifth business day, inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the **Executive** Director or ~~the Director's~~ designee with the student and ~~his or her parent~~ and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the **Executive** Director or designee.

The conference may be omitted if the **Executive** Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of

a conference. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against that student, the other means of correction that were attempted before the disciplinary action, and shall be given the opportunity to present that student's version and evidence in ~~his or her~~ their defense. ~~This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.~~ No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, ~~and~~ the date of return following suspension, ~~This notice shall state and the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.~~ If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the ~~Executive~~ Director or ~~Director's~~ designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the ~~Executive~~ Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. ~~If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.~~

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the ~~Charter~~ School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school

from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board **President** upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the **Executive** Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School ~~governing board~~ or the ~~hearing officer-administrative panel~~. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~his/her~~ ~~their~~ right to (a) receive five days' notice of ~~his/her~~ ~~their~~ scheduled testimony, (b) have up to two (2) adult support persons of ~~his/her~~ ~~their~~ choosing present in the hearing at the time ~~he/she testifies~~ ~~they testify~~, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she is~~ ~~they are~~ normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany ~~him or her~~ ~~them~~ to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~ ~~their~~ discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have

~~his/her~~ **their** testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, **except as otherwise provided herein**. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have ~~his or her~~ **their** testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to ~~his/her~~ **their** educational program.

WRITTEN NOTICE TO EXPEL

The **Executive** Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The **Executive** Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a student or to admit a previously expelled student from another school district, **private school**, or charter school shall be in the sole discretion of the **Board Executive Director** following a meeting with the **Executive** Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. ~~The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination.~~ The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

INVOLUNTARY REMOVAL

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Coversheet

Invoices over \$100,000

Section: V. Consent Agenda
Item: G. Invoices over \$100,000
Purpose:
Submitted by:
Related Material:
REDEACTED - SPECIALIZED THERAPY SERVICES 10.31.23 - INVOICE PCAC01-1023 - \$11633
8.79.pdf

Kristine Franklin

Specialized Therapy Services, Inc.
 4204A Adams Avenue
 San Diego, CA 92116 US
 +1 6194315049
 annettes@theoascenter.com
<https://www.theoascenter.com/>

Invoice PCAC01-1023

**BILL TO**

Pacific Coast Academy
 13915 Danielson St. #103
 Poway, CA 92064

DATE
 10/31/2023

PLEASE PAY
\$116,338.79

DUE DATE
 12/30/2023

SERVICE PERIOD

October

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
10/31/2023	AT 445	Assistive Technology: Hourly Services	2.25	147.50	331.88
10/31/2023	AT 445 Virtual	Assisted Technology: Virtual Hourly Services	9.35	147.50	1,379.13
10/31/2023	Audiology 720	Audiology: Hourly Services	22.75	190.00	4,322.50
10/31/2023	Audiology 720 Virtual	Audiology: Virtual Hourly Services	2.75	190.00	522.50
10/31/2023	BI 535	Behavior Intervention: Drive Time	6	130.00	780.00
10/31/2023	BI 535	Behavior Intervention: Hourly Services	39.25	190.00	7,457.50
10/31/2023	DHH 710	Deaf & Hard of Hearing: Hourly Services	22.25	155.00	3,448.75
	DHH 710	Deaf & Hard of Hearing: Drive time	13	77.50	1,007.50
10/31/2023	DHH 710 Virtual	Deaf & Hard of Hearing: Virtual Hourly Services	5	155.00	775.00
10/31/2023	ERMHS 510,515,520,525,530	ERMHS 510,515,520,525,530: Hourly Services	1	125.00	125.00
10/31/2023	ERMHS 510 Assessment	ERMHS Assessment: Flat Rate	1	1,600.00	1,600.00
10/31/2023	MT 900	Music Therapy: Hourly Services	18.25	128.00	2,336.00
10/31/2023	OI 720 Virtual	Orthopedic Impairment: Virtual Hourly Services	0.67	220.00	147.40
10/31/2023	OT 450	Occupational Therapy: Hourly Services	17.08	130.00	2,220.40
10/31/2023	OT Assistant 450	Occupational Therapy Assistant: Hourly Services	21.50	90.00	1,935.00
10/31/2023	OT Assistant 450	Occupational Therapy Assistant: Drive Time	1	95.00	95.00
10/31/2023	OT 450 Virtual	Occupational Therapy: Virtual Hourly Services	3	130.00	390.00

Kristine Franklin

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
10/31/2023	Psych 530	Psychological: Hourly Services	57.58	125.00	7,197.50
10/31/2023	Psych 530 Assessment	Psychological Assessment: Flat Rate	2	1,750.00	3,500.00
10/31/2023	Psych 530 Assessment with Academics	Psychological Assessment with Academics: Flat Rate	22	2,050.00	45,100.00
10/31/2023	Psych 530 Assessment with ERMHS & Academics	Psych Assessment with ERMHS & Academics: Flat Rate	5	2,300.00	11,500.00
10/31/2023	Psych 530 Assessment with Academics Bilingual	Psych Assessment with Academics Bilingual: Flat Rate	1	2,300.00	2,300.00
10/31/2023	PT 460	Physical Therapy: Hourly Services	13	165.00	2,145.00
10/31/2023	PT 460	Physical Therapy: Drive Time	4.75	92.50	439.38
10/31/2023	PT 460 Virtual	Physical Therapy: Virtual Hourly Services	1.75	165.00	288.75
10/31/2023	Speech 415	Speech Therapy: Hourly Services	3.42	120.00	410.40
10/31/2023	Speech Assistant 415	Speech Assistant: Hourly Services	7.50	85.00	637.50
10/31/2023	Speech 415 Daily Rate	Speech Therapy: Daily Rate	145.50	88.60	12,891.30
10/31/2023	Speech 415 Virtual	Speech Therapy: Virtual Hourly Services	0.67	120.00	80.40
10/31/2023	VT 900	Vision Therapy: Hourly Services	5	195.00	975.00

Account code	SUM of Line cost
6546-3907-3120-5102	\$1,662.50
6546-3903-3110-5102	\$125.00
6546-3901-3120-5102	\$4,275.00
6500-3909-2495-5102	\$1,000.00
6500-3908-3900-5102	\$192.00
6500-3908-3123-5102	\$82.50
6500-3907-3900-5102	\$32.00
6500-3907-3172-5102	\$571.88
6500-3907-3151-5102	\$237.50
6500-3907-3122-5102	\$110.00
6500-3903-9412-5102	\$1,379.13
6500-3903-3900-5102	\$320.00
6500-3903-3151-5102	\$95.00
6500-3903-3123-5102	\$165.00
6500-3901-9412-5102	\$75,774.15
6500-3901-3900-5102	\$1,792.00
6500-3901-3151-5102	\$95.00
6500-3901-3150-5102	\$13,528.80
6500-3901-3124-5102	\$975.00
6500-3901-3123-5102	\$1,732.50
6500-3901-3122-5102	\$3,210.00
6500-3900-3150-5102	\$250.80
6500-3900-3123-5102	\$330.00
6500-3900-3122-5102	\$760.00
6500-3200-3151-5102	\$5,173.75
6500-3200-3122-5102	\$147.40
6500-1110-3600-5102	\$2,321.88
	\$0.00
Grand Total	\$116,338.79

TOTAL DUE

\$116,338.79

THANK YOU.