Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday June 27, 2024 at 6:00 PM PDT

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.	Approval of Agenda	Vote	Benjamin Fung	1 m
D.	Public Comments			
II.	**Finance**			**6:03 PM**
A.	Presentation of 2023-2024 Local Indicators	FYI	Rupi Boyd	15 m
B.	2024-2027 Local Control Accountability Plan (LCAP)	Vote	Rupi Boyd	15 m
C.	Resolution for the 2024-2025 Education Protection Account (EPA) & Spending Plan	Vote	Kate Eng	10 m

		Purpose	Presenter	Time
D.	2024-2025 Budget	Vote	Kate Eng	10 m
E.	Monthly Financial Report	Vote	Kate Eng	10 m
F.	2024-2025 Consolidated Application for Federal Funding	Vote	Kate Eng	5 m
G.	2023-2024 Proposition 28 Arts and Music Annual Report	Vote	Rupi Boyd	5 m
H.	Lease for the Poway Office	Vote	Shari Erlendson	5 m

III. Operational — 7:18 PM

A.	Resolution Regarding Automatic Renewal for Insurance	Vote	Shari Erlendson	5 m
B.	2024-2025 Insurance Proposal	Vote	Shari Erlendson	5 m
C.	2024-2025 Memorandum of Understanding for Shared Services	Vote	Krystin Demofonte	5 m
D.	Charter Resolution Regarding Submission of Charter Renewal Petition	Vote	Krystin Demofonte	5 m
E.	Charter Renewal Petition	Vote	Krystin Demofonte	5 m
F.	Amended Charter Bylaws	Vote	Krystin Demofonte	5 m

IV. Other Business — 7:48 PM

A.	Executive Director's Report	FYI	Krystin Demofonte	10 m
B.	Resolution for Participation in the Exact Path Program	Vote	Krystin Demofonte	5 m
C.	Appointment of Board Member	Vote	Krystin Demofonte	5 m
D.	Re-election of Board Officers	Vote	Krystin Demofonte	5 m

V. Consent Agenda — 8:13 PM

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

		Purpose	Presenter	Time

unfinished business. The last item in this section is a single vote to approve the items en masse.

A.	Approve Minutes	Approve Minutes		
	Approve minutes for Regular Scheduled Board Meeting on May 14, 2024			
B.	2024-2025 PCA Parent Student Handbook			
C.	Employee Expense Policy			
D.	English Learner Master Plan			
E.	Suspension and Expulsion Policy			
F.	2024-2025 Compensation Policy			
G.	Evaluation Policy			
H.	Title IX Policy			
I.	Injury and Illness Prevention Plan			
J.	2024-2025 Employee Handbook			
K.	Invoices over $100,000			
L.	Approve Consent Agenda	Vote		
	This Is The Vote To Approve The Consent Agenda Items.			

VI. Other Business — 8:13 PM

A.	Closed Session: Employee Performance Evaluation: Executive Director § 54956.9	Discuss	Benjamin Fung	15 m
B.	Executive Director Contract, Salary, and Fringe Benefits	Vote	Benjamin Fung	5 m

VII. Closing Items — 8:33 PM

A.	Announcement of Next Scheduled Meeting- August 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. When a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. When 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 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

Presentation of 2023-2024 Local Indicators

Section: II. Finance
Item: A. Presentation of 2023-2024 Local Indicators
Purpose: FYI
Submitted by:
Related Material: PCA Local Indicators_2023-2024.pdf

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school

and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

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

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

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

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

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

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

Career Technical Education *

○ 1 ○ 2 ◉ 3 ○ 4 ○ 5 ○ N/A

Health Education Content Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Physical Education Model Content Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Visual and Performing Arts *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

World Language *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5 ○ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Identifying the professional learning needs of groups of teachers or staff as a whole *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Identifying the professional learning needs of individual teachers *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Providing support for teachers on the standards they have not yet mastered *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

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

4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

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

4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

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

4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

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

4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

We have established positive and fruitful relationships with families and staff. Our yearly family and staff engagement survey results demonstrate positive relationships with both families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

We have a positive relationship with our non-English-speaking parents/guardians, and we continue to focus on refining our communication/support infrastructure for them.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

We will continue to analyze the results of family engagement surveys to identify areas of focus and discuss improvement strategies with them. Beyond that, we will continue to explore areas of needed improvement with our underrepresented families during various engagement meetings, including our Title 1 meeting and English Learner and LCAP Advisory Committees.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

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

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

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

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

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

4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

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

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

We assign each family an appropriately credentialed Home School Teacher (HST). The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. Their role is similar to that of a case manager teacher within an exceptional needs' education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and review student performance and progress. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days and assess independent work quality and time value.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

More than anything, we have focused on communicating to families and students the importance of participating in and making an earnest effort in state assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

We will continue to analyze the results of family engagement surveys to identify areas of focus and discuss improvement strategies with them. Beyond that, we will continue to explore areas of needed improvement with our underrepresented families during various engagement meetings, including our Title 1 meeting and English Learner and LCAP Advisory Committees.

Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

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

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

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

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to

reach and seek input from any underrepresented groups in the school community. *

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

4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

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

4 – Full Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

An appropriately credentialed Home School Teacher (HST) is assigned to each family facilitate direct communication of opportunities to participate in LEA decision-making. Additionally, we regularly communicate input opportunities such as our LCAP Advisory Committee meetings electronically.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

We are focusing on improving input from families related to participation in state assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

We regularly strive to reach out to and include underrepresented families in our LEA wide decision making. For example, we communicate opportunities to participate in decision-making in our parent communications, our Title 1 meetings, and our English Learner Advisory Committee.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

We administered PCA's School Parent Survey, Student Survey, and Staff Survey in the 2023-2024 school year. The survey demonstrates that most of our students feel high levels of connectedness to our school. All students: 98% agree or strongly agree that they feel safe and connected to the school. Grades 4-5: 99% agree or strongly agree that they feel safe and connected to the school. Grades 6-8: 98% agree or strongly agree that they feel safe and connected to the school. Grades 9-12: 99% agree or strongly agree that they feel safe and connected to the school. American Indian or Alaska Native: 100% agree or strongly agree that they feel safe and connected to the school. Asian: 95% agree or strongly agree that they feel safe and connected to the school. Asian Indian: 100% agree or strongly agree that they feel safe and connected to the school. Black or African-American: 97% agree or strongly agree that they feel safe and connected to the school. Filipino: 91% agree or strongly agree that they feel safe and connected to the school. Hispanic or Latino: 100% agree or strongly agree that they feel safe and connected to the school. Middle Eastern: 100% agree or strongly agree that they feel safe and connected to the school. Native Hawaiian or Pacific Islander: 100% agree or strongly agree that they feel safe and connected to the school. Two or More Races: 97% agree or strongly agree that they feel safe and connected to the school. White: 99% agree or strongly agree that they feel safe and connected to the school. Other: 100% agree or strongly agree that they feel safe and connected to the school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Students feel safe while participating in online coursework and in-person school-sponsored activities. Students shared that they appreciate the high levels of support from their teachers and that teachers know and care about students at our school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Since all student groups feel very high levels of connection and safety at the school, we do not plan to make any changes to plans, policies, or procedures. PCA staff members will continue to provide a safe and welcoming learning environment for all students, providing resources and support programs as needed to ensure all students can meet their academic goals.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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

Our LCAP Goal 3 is entitled Improve Access and Success in a Broad Course of Study. This goal aims to provide each student with the support they need to attain the expected learning outcomes for each class, particularly those required per state or school policy. The metrics for this goal include the percent of: • English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI) • The percent of ELs

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

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

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

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

In the 2023-24 school year, we had trouble finding and hiring qualified career technical education (CTE) teachers. For example, two of our newly hired CTE teachers left during the first month of the school year due to COVID-related issues. Despite our efforts, we were unable to find qualified replacements.

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

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

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page.

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Coversheet

2024-2027 Local Control Accountability Plan (LCAP)

Section:	II. Finance
Item:	B. 2024-2027 Local Control Accountability Plan (LCAP)
Purpose:	Vote
Submitted by:	
Related Material:	PCA 2024-2025 LCAP_Numbered.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy

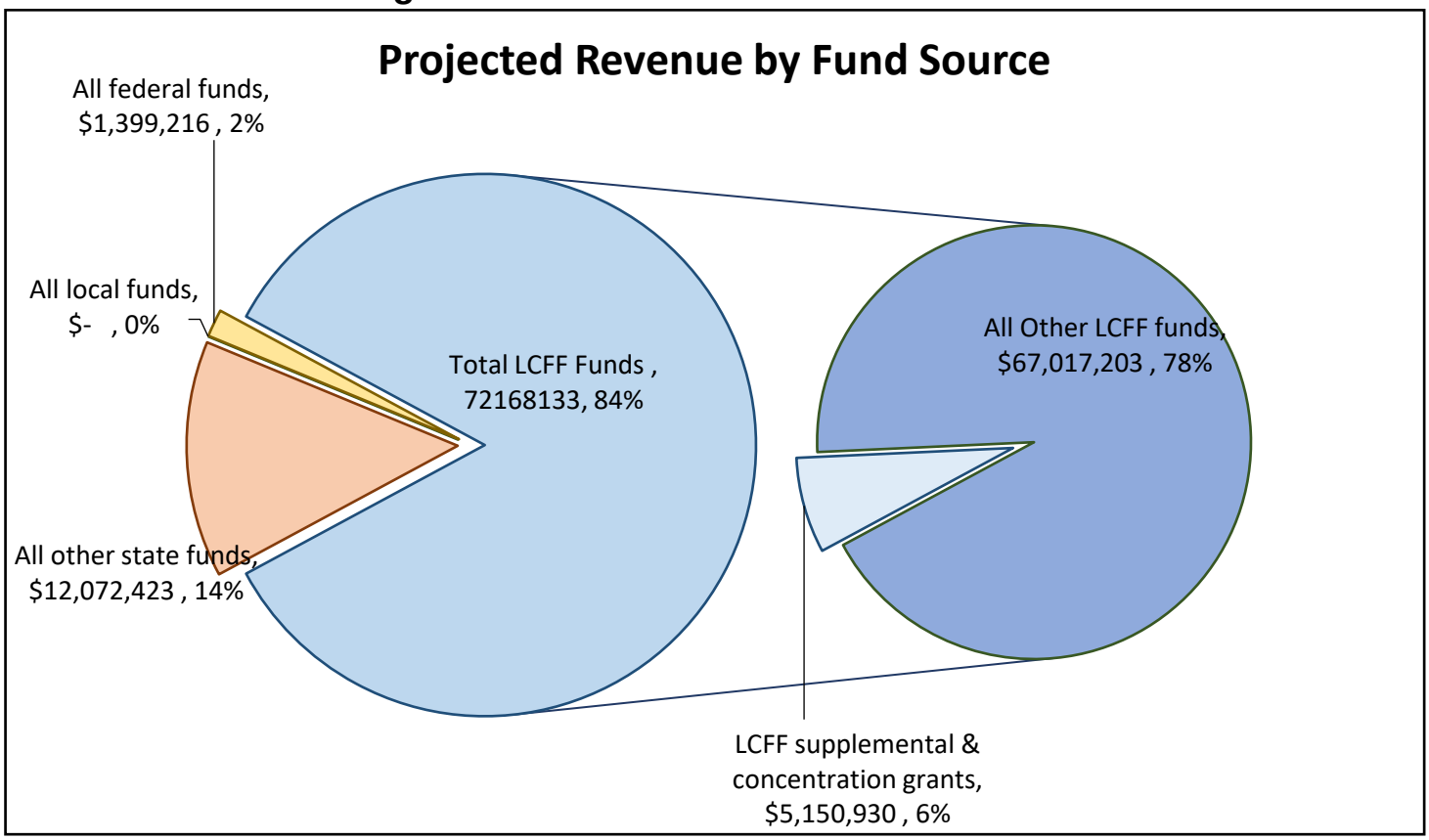
CDS Code: 37 68049 0136416

School Year: 2024-25

LEA contact information: Krystin Demofonte/ krystin.demofonte@pacificcoastacademy.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

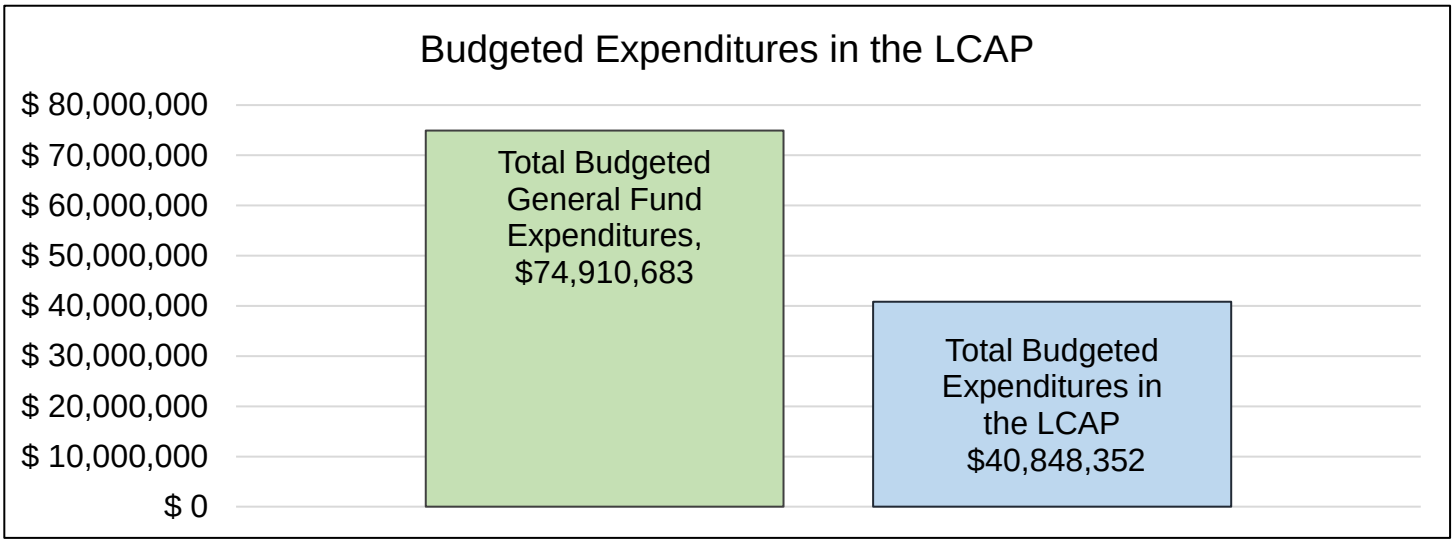


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is $85,639,772.00, of which $72,168,133.00 is Local Control Funding Formula (LCFF), $12,072,423.00 is other state funds, $0.00 is local funds, and $1,399,216.00 is federal funds. Of the $72,168,133.00 in LCFF Funds, $5,150,930.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Coast Academy plans to spend $74,910,683.00 for the 2024-25 school year. Of that amount, $40,848,352.00 is tied to actions/services in the LCAP and $34,062,331.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

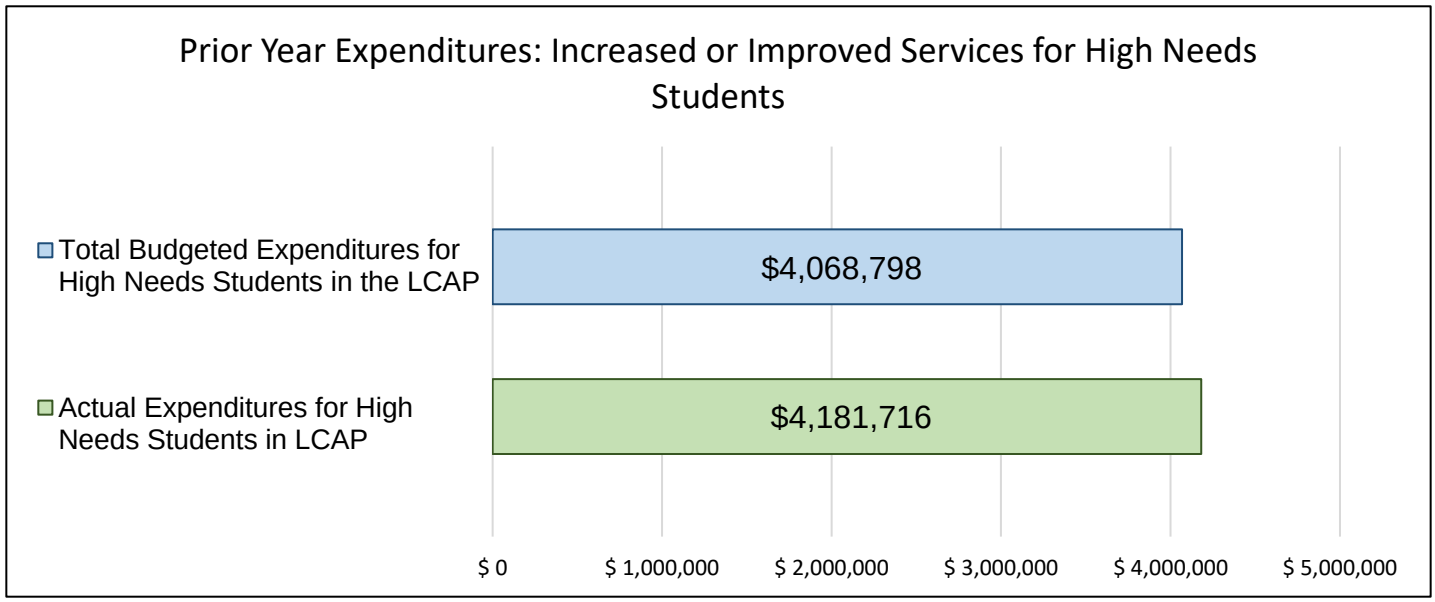
Other General Fund budget expenditures include those for cost of core services, overhead, restricted programs and Grants, some one-time and multi-year in nature allocated to the charter.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pacific Coast Academy is projecting it will receive $5,150,930.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend $5,150,930.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Pacific Coast Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Coast Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Pacific Coast Academy's LCAP budgeted $4,068,798.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent $4,181,716.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Goals and Actions

Goal

Goal #	Description
1	Optimize Conditions for Learning: This goal focuses on ensuring student engagement by optimizing conditions for learning by addressing the LCFF priorities 1, 5 and 6.

Measuring and Reporting Results

Metric	Baseline	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1	% of teachers fully credentialed & appropriately assigned	100%	100%	100%	99%	100%
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	100%	100%
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	100%	100%
4	Attendance Rate	100%	100%	99%	99%	100%
5	Chronic Absenteeism Rate (Dashboard)	0%	1%	2%	0.5%	0.0%
6	# of students in middle school who dropout	0	0	0	0	0
	% of students in high school who dropout	4%	8%	6%	6%	0%
7	High School Graduation Rate (Dashboard)	89%	88%	89%	91%	90%
8	Student Suspension Rate (Dashboard)	0%	0%	0%	0%	0.0%

9	Student Expulsion Rate (Dashboard)	0%	0%	0%	0%	0.0%
10	% of students who feel high levels of connectedness to their school	NA	75%	52%	98%	90%
11	% of parents who strongly agree/agree Adults at the school care about students.	NA	78%	65%	99%	98%
12	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students.	NA	60%	N/A The question was not asked in the 2022 survey.	96%	98%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is a maintenance goal, and the school implemented corresponding Actions effectively. For example, ninety-nine percent of the teachers are appropriately credentialed, students have access to standards aligned curriculum and resources. The high school cohort graduation rate increased by 2% and the high school dropout rate decreased by 2.7%. The chronic absentee rate is 0.5%. The school continues to have zero percent of suspensions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimation of actual expenditures:
Action 1.4 - We spent approximately $378,798 which is less than $605,910 the allocated amount in 2023-24. We had purchased technology for all students and staff. Moving forward we need to set some funds aside to purchase placements and increase the staff costs due to large technology to manage and provide tech support to students, families, and staff. The remaining funds from this action were used to fund additional Special Program Leads to support students

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 is a maintenance goal, and the school implemented corresponding Actions effectively. For example, ninety-nine percent of the teachers are appropriately credentialed, students have access to standards aligned curriculum and resources. The high school cohort graduation rate increased by 2%. The chronic absenteeism rate is 0.6%, which declined by 1.3% from 2022. The school suspensions and expulsion rate were zero percent. The school continues to try and find effective ways to engage more students and families to complete the annual climate survey.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Educational Partners continue to express difficulty in understanding the LCAP due to its length and depth. Consequently, the school continue to decrease the length of the LCAP and reduce educational jargon to make user friendly.
• In 2021-22, there was a significant drop in the percentage of students who participated in the engagement survey. Students and parents expressed concern regarding some questions being asked on the "California Healthy Survey".
• In 2022-23, the school used a new survey and noticed some increase in student participation in the engagement survey. For example, in 2023, 43% of parents/guardians and 32% of the students completed the student engagement survey compared to 18% in 2022, a rate much lower than anticipated especially since the survey changed from California Healthy Survey to a local climate survey.
• In 2023, the survey was shortened and contributed to increased participation by parents and staff. We plan to hold focus groups with students to solicit feedback on increasing student participation on the survey to increase Educational Partner participation.

Goal #	Description
2	Improve College and Career Readiness: Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. 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 LCFF priorities 4 and 7.

Measuring and Reporting Results

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%	3.6%	5%
% of high school graduation cohort students who meet **A-G** requirements	28%	9%	21%	33.5%	40%
% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP)	58%	70%	63%	49.2%	60%
% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP)	22%	35%	23%	34.3%	50%
Schoolwide **ELA** Distance from Standard (DFS)	-20.6 (Yellow)	NA State did not publish DFS	-6.8 (Dashboard color was not provided by CDE)	-6.4 (orange)	-5 (Green)
Schoolwide **Math** Distance from Standard (DFS	-71 (Yellow)	NA State did not publish DFS this year	-47.7 (Dashboard color was not provided by CDE)	-43.0 (Yellow)	-25 (Yellow)
% of students scoring At Standard or Exceed Standard on the California **Science** Test	NA	41%	40%	34.4%	25%
% 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%	2.3%	10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 was intended to increase/improve college and career readiness. The school paid for a digital “bridge” that allowed the school’s student information system to interface with the National Student Clearinghouse to provide data regarding student progress toward being CCRI prepared. The school purchased the Naviance platform to support students and staff to better understand and monitor student progress toward CCRI. The school continues to provide college awareness workshop session in the evening and weekends to make it convenient for families, particularly for Spanish-speaking families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2.1 - The cost for this action came in slightly higher at $124,369 than projected at $122,166 due increase in salary and benefits.
- Action 2.2 - The cost for this action came in slightly higher at $93,044 than projected at $75,124 due to increase in salary and benefits.
- Action 2.3 - The cost for this action came in higher $215,512 than projected at $128,954 due to costs associated with salaries & benefits of additional staff hired in 2023-24 to support students and increase in A-G/College and Career Readiness Indicator.
- Action 2.4 - The cost for this action came in slightly lower at $26,387 than projected at $58,400 because students were able to check out the textbooks and instructional materials from the school for the community college courses. The funds were added to support goal 2.3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 Actions are improving students to be college and career ready. The percentage of the students scored Proficient or higher on ELA (2023 CAASPP) was slightly higher than that of the state but was lower than desired. The schoolwide percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students Met or Exceeded the Standard for Mathematics was 34%, slightly lower than the state rate of 35%. The concerted effort made by staff in conveying the importance and benefit of participating in state assessments to students’ and families was a success. The student participation rate increased to 99% on the state ELA and Mathematics assessment.

A review College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who complete the A-G requirements. Staff continues to work with students and families to convey the importance and benefits of completing UC/CSU course requirements for the upcoming class. CTE pathways and AP course offering has increased as well. The 2023 graduating class, approximately 58% of the students who were identified as prepared on the CCRI completed the A-G requirements, 3.6% of the students scored 3 or higher on AP courses while 1.8% completed a CTE pathway while earning their high school diploma. Furthermore, 5.6% earned the State Seal of Biliteracy, and 76% of the students earned college credits who were identified as prepared on the College and Career Readiness Indicator (CCRI).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our educational partners continue to express concern regarding the length and educational jargon required in the LCAP. Consequently, we continue to refine our language and reduce educational jargon. The following changes:

- The overall length of the LCAP was shortened as well as reworded the explanation section of the Goal and added updated performance data.
- The length of the description for Actions 1 through 4 was maintained without changing the substance of each action.
- The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to our educational partners.
- There were no modifications made to the metrics in 2023 related to the College and Career Metrics. The 2023 percentage of students scoring at Conditionally Ready or Prepared on the Early Assessment Program (EAP) declined from 63% in 2022 to 49.2% for ELA and increased in math to 34.29% from 23% in 2022. Similarly, the baseline for the percentage of students who graduated in the 2023 cohort who completed A-G requirements in 2023 was 27%, higher than 2022 rate of 21% and a CTE Pathway increased from 0.9% in 2022 to 1.8% in 2023. The schoolwide Distance from Standard (DFS) for ELA and math has been entered in the chart above titled “Measuring and Reporting Results.” According to the state, the 2022 California Dashboard was considered the baseline data and color was assigned to all the indicators in 2023.
- The sources of the data are also indicated under the metric description in the chart labeled “Measuring and Reporting Results” under goal 3.

Goal #	Description
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.

Measuring and Reporting Results

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%	N/A The state did not publish this data in 2021	53%	56.3%	58%
% of English Learners (ELs) who reclassify	8%	7%	N/A The state did not publish this data in 2021	24%	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	N/A The state did not publish this data in 2021	N/A The state did not publish this data in 2021	76%	40%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	62%	72%	46%	98%	100%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	N/A	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	40%	43%	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	100%	100%
% of students who have access to in a broad course of study	100%	100%	100%	100%	100%
% of students enrolled in a broad course of study	100%	100%	100%	100%	100%

% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	N/A	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	82%	80%
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are offered and participate in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	N/A	15%	26%	24.1%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is a Broad Goal focused on providing students with the support they need to succeed academically. We were able to implement most of the corresponding Actions for the goal. To support our Students with Disabilities, PCA partners with the Department of Rehabilitation (DOR) and local businesses to provide support to our students via our job coach. The partnerships offer an opportunity for students to improve their knowledge, gain on-the-job experience, and build resumes to access competitive job opportunities in the future. PCA's job coach supports ATP students in acquiring paid volunteer, work experience, and part-time positions through community partnerships in collaboration with the DOR. Additionally, the job coach works closely with students and their families to increase independent skills to address the three areas of students' post-secondary needs.
PCA has offered Department of Rehabilitation (DOR) webinars and workshops for families and students. We provided more than 2 hours throughout the year through the DOR. The Education Specialists have received additional training regarding transition programs, to support students' post-graduation. Teachers received training and ongoing support in the implementation of the transition curriculum. Through DOR webinars, monthly workshops, and our online transition curriculum offerings, students have the flexibility to engage in a variety of transition activities that develop their readiness skills in the areas of college and career awareness and Independent Living. The action for students with exceptional need has been successful and a new action that will focus on graduation and dropout rate for students with exceptional needs has been added.
PCA conducted a survey during the current school year and 32% of the students responded which is an increase from last year when only 12% responded. The goal was 80%. We may have had too many questions, which may have overwhelmed students/families. We are going to shorten the survey to foster a better response. Once the survey is manageable, we don't think we'll have a problem meeting the goal next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 3.1 – The cost for this action came in higher at $170,244 than projected at $109,558 due to addition of translator and overall increase in salaries and benefits.
- Action 3.7 -The cost for this action came in higher at $126,604 than projected at $50,000 due to increase in staffing positions, salaries, and benefits.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We believe our Goal 3 Actions are helping us improve access and success in a broad course of study. All English Language Development (ELD) teachers participated in research-based professional learning, and English Language Learner's (ELL) performance indicators indicate positive results. In 2023, Twenty-three (21%) of the English Language Learners scored At Proficient on the 2023 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 17%. According to the 2023 California School Dashboard, 56% of English Learners are making progress towards English Proficiency which is slightly higher than the state rate of 49%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Families, staff, and students expressed the LCAP document was still too long and wordy. Consequently, we have made the following changes: In 2023, Goal 3's length and explanation, and updated performance data was maintained from 2022. The length was shortened in the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, and 3.10 without changing the substance of each action in 2023. Further, the source of data was added to identify to ensure consistency for monitoring. In 2023, the school continue to fund the digital library purchased in 2022.

The explanation of how the actions indicated with a "Y" in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

In 2023, the goal for students with exceptional learning needs was updated to focus on graduation rate while decreasing dropout rate because the special educational department had met the previous goal of "Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs."

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Plan Summary [2024-2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,891 students, 38% are eligible for free/reduced lunch, 2% are English Learners, 1% are Homeless Youth, and 0.1% live in foster care. Our unduplicated priority group percentage is 40%. About 12% of our students have exceptional learning needs. Further, 53% of our students are White, 30% are Hispanic or Latino, 9% are Two or More Races, 2% are Black or African American, 3% are Asian, a little over 1% are Filipino, 0.5% are American Native or Alaskan Native, and 0.2% are Native Hawaiian or Pacific Islander.

As a non-classroom-based independent study charter school, we pride ourselves in offering our students flexible, personalized learning experiences. We assign each family an appropriately credentialed home schoolteacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs' education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed virtually and in person. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over the next three years. The baseline data from 2022-23 school year will assist the school in establishing goals to reach by 2026-27 school year. The following is a review of PCA's academic data from 2022-2023 school year.

California Assessment of Student Performance and Progress (CAASPP) Data: Schoolwide and Student Group

- The student participation rate on the CAASPP assessments increased from 94% in 2022 to 99% in 2023.
- The chart below lists the results of 2022-2023 California Smarter Balanced Summative Assessments for English language arts/literacy (ELA), Mathematics and Science. The chart also lists State of California data for comparison purpose.

Pacific Coast Academy CAASPP Student Group Data	Total # of Students with scores	School % ELA Standards Met or Exceeded 2022-2023	State of CA % ELA Standards Met or Exceeded 2022-2023	School % Math Standards Met or Exceeded 2022-2023	State of CA % Math Standards Met or Exceeded 2022-2023	School % Science Standards Met or Exceeded 2022-2023	State of CA % Science Standards Met or Exceeded 2022-2023
All Students	2678	49.21%	46.66%	34.29%	34.62%	38.40%	30.18%
American Indian or Alaska Native	11	63.64%	33.85%	45.45%	21.95%	<11 students	20.16%
Asian	81	76.54%	74.70%	66.67%	69.93%	66.67%	60.59%
Black/ Afr. American	35	25.00%	29.85%	5.72%	16.89%	15.38%	14.16%
Filipino	38	71.05%	70.05%	50.00%	56.08%	<11 Students	48.91%
Hispanic/ Latino	792	40.10%	36.08%	24.87%	22.69%	28.88%	18.88%
Native Hawaiian or PI	6	<11 Students					
White	1415	51.20%	60.72%	36.47%	49.02%	40.74%	45.31%
2 or More Races	302	56.29%	59.82%	41.06%	48.54%	46.73%	44.54%
Stu. w/ Disabilities	316	28.16%	15.75%	20.26%	12.26%	18.65%	8.07%
Socio-Econ Disad.	981	43.23%	35.27%	25.38%	22.91%	29.59%	19.32%
ELL	55	5.46%	10.87%	12.72%	9.93%	10.00%	2.32%
RFEP	79	50.63%	57.91%	26.58%	37.47%	20.51%	30.53%
Homeless Youth	31	38.71%	25.80%	16.13%	16.15%	9.09%	13.04%
Foster Youth	*	<11 Students					

- In 2023, the percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%.
- In 2023, the schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 34%, slightly lower than the statewide average of 35%.
- 2023 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 38%, higher than the state rate of 30%.

CAASPP Student Groups Data: The table below highlights how PCA student groups performed compared to the statewide student groups in ELA and math.

PCA Student groups who performed at or better than statewide average in ELA	PCA Student groups who performed below the statewide average in ELA	PCA Student groups who performed at or better than statewide average in Mathematics	PCA Student groups who performed below the statewide average in Mathematics
• PCA's All Students (schoolwide), • American Indian or Alaska Native • Asian, • Filipino, • Hispanic • Students with Disabilities, • Socioeconomically Disadvantaged and • Homeless Youths	• African American or Black • White • English Learners • Two or More Races • Reclassified Fluent English Proficient (RFEP)	• American Indian or Alaska Native • Hispanic • Two or More Races • Students with Disabilities • English Learners • Reclassified Fluent English Proficient (RFEP) • Homeless Youth	• All Students (.05% below) • Asian • African American or Black • Filipino • White • Socioeconomically Disadvantaged

- American Indian or Alaska Native, Hispanic, Students with Disabilities, and Homeless Youths performed at or above than the state in both ELA and math.
- African American and White students performed below statewide student groups in both English Language Arts and Mathematics.
- Asian, Filipino. And Socioeconomically Disadvantage students performed at or above the State in ELA but below the State in math.
- Two or More races, Reclassified Fluent English Proficient (RFEP) performed at or above than the state in math but below in ELA.

2023 California Dashboard (Distance from Standards)

PCA English Language Arts	2022-2023	PCA Progress & Dashboard Color		State of CA Progress & Dashboard Color
All students	49.21%	Maintained 0.6 pts		Maintained -1.4 pts
English Learners	5.46%	Maintained -2.8 pts		Maintained -1.6 pts
Socioeconomically Disadvantaged	43.23%	Increased 8.5 pts		Maintained -1.2 pts
Students with Disabilities	28.16%	Increased 6.2 pts		Maintained 1.8 pts
Homeless	38.71%	Increased 45.9 pts		Declined 5 pts
African American	25.00%	Declined 11.4 pts		Maintained -2 pts
Hispanic	40.10%	Maintained 0.6 pts		Maintained -1.7 pts
Two or More Races	56.29%	Declined 8.5 pts		Maintained -0.8 pts
White	51.20%	Maintained 2.7 pts		Maintained -1.2 pts
Asian	76.54%	Maintained -0.1 pts		Maintained -1.2 pts
Filipino	71.05%	Increased 22.3 pts		Maintained -1.1 pts

PCA Mathematics	2022-2023	PCA Progress & Dashboard Color		State of CA Progress & Dashboard Color
All students	34.29%	Maintained 0.6 pts		Maintained 2.6 pts
English Learners	12.72%	Maintained -2.1 pts		Maintained -1.4 pts
Socioeconomically Disadvantaged	25.38%	Increased 11.2 pts		Increased 3.2 pts
Students with Disabilities	20.26%	Increased 12.9 pts		Increased 5.5 pts
Homeless	16.13%	Increased 26.3 pts		Maintained 0.5 pts
African American	5.72%	Declined 5.8 pts		Maintained 2.6 pts
Hispanic	24.87%	Increased 8.9 pts		Maintained 2.6%
Two or More Races	41.06%	Declined 8.1 pts		Maintained 2.5 pts
White	36.47%	Maintained 7.4 pts		Maintained 2.3 pts
Asian	66.67%	Maintained 12.8 pts		Maintained 2.3 pts
Filipino	50.00%	Increased 31.9 pts		Increased 4.8 pts

- All of the student groups with the exception of English Learners and African American students did as well or better than the statewide indicators on the California School Dashboard.
  - English Learners received red color in both ELA and Mathematics.
  - African American students received orange color in ELA, compared to the State's color of Yellow and matched the state color for mathematics.

2023 College and Career Readiness Indicator (CCRI)

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						

- The college and career indicator for 2023 was 36.4% of the students were prepared which is lower than the state rate of 43.9%.
- PCA's all students (schoolwide) performed medium for the California School Dashboard status same as the state's status.
- PCA's student groups performed low on being prepared for College and Career compared to the statewide average of medium.

2023 Graduation Rate

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)				

- 2023 schoolwide high school graduation rate increased to 91.4% which is slightly higher than the statewide average of 86.4%. The 2022-23 Graduation Rates chart compares the graduation rate of the school to the state rate, lists the graduation rate for numerically significant student groups, and dashboard color for schoolwide as well as numerically significant student groups.
- Students identified as low-socioeconomic increased from 84% to 88.6%, Hispanic students increased from 85% to 91.7%, White students increased slightly from 91% to 91.7%, and Students with Disabilities increased from 47% to 78.6% (Dashboard).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teachers had several opportunities to provide input into the LCAP. We invited teachers to attend/participate in our LCAP Advisory Committee meetings in October 2023 and January, March, and April 2024. Teachers provided input through LCAP Input Worksheets that they completed during regional team meetings. Teachers also responded to our staff LCAP survey.
Principal & Administrators	We invited school administrators to provide feedback through the staff LCAP survey and the LCAP Input Worksheet for school leaders. Members of the senior leadership team also attend LCAP Advisory Committee meetings.
Other School Personnel	We invited classified staff and other certificated staff members to complete LCAP input surveys and department based LCAP input worksheets
Parents	We invite parents/guardians to participate and provide feedback during our LCAP Advisory Committee meetings four times per year (October, January, March, and April). Parents and guardians also complete the LCAP input survey each school year.
Students	We invite middle and high school students to attend and provide input during LCAP Advisory Committee meetings (October, January, March, and April). Students in grades 4-12 also complete the annual student LCAP survey to rate various aspects of our program and share feedback on school strengths and areas for improvement.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Most of the feedback from Educational Partners was regarding Goal two. Additional Metrics were added to ensure we are monitoring the areas that were highlighted in the responses. Educational partners expressed to have an easier access to AP and ACT/SAT exams through the school. Students and parents would like to increase awareness of the importance of testing such as, CAASPP, AP, and SAT/ACT. They would also like to learn more about the CTE and AP options available to students. In addition, education partners would like to continue to provide the college and career fairs and highlight State Seal of Biliteracy options which has been added to the metrics in goal 2. Some educational partners expressed interest in college tours and requested additional support in completing college applications. The school will continue to fund the additional counselor position to assist with presenting information parents and students as suggested by the surveys. The survey results support Goal 2 which will address some of the suggestions and concerns students and parents expressed in the survey and meetings. Staff expressed a need for increased monitoring of EL students by HSTs and to build awareness/encourage teacher led ELD for direct instruction/additional support which has been highlighted in Goal 3. The school will continue to provide professional development to support multilingual students and students experiencing academic, and/or social emotional support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Optimize Conditions for Learning:** This goal focuses on ensuring student engagement by optimizing conditions for learning by addressing the LCFF priorities 1, 5 and 6.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services: (Rate of teacher misassignment, access to standards-aligned instructional materials and facilities in good repair-Fit Survey).

Priority 5: Student Engagement: School attendance rates, Chronic Absenteeism rates, Middle school dropout rate, High school graduation and dropout rate (School Pathways/CalPads).

Priority 6: School Climate: (Student suspension and expulsion rates; student surveys, English learner advisory Committee, Title I report)

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan (2024-25 through 2026-27) initially informed by performance data in the 2022-2023 school year. Goal one is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

In 2022-2023, ninety-nine percent of the teachers were fully credentialed and appropriately assigned based on California Education Code 44865. All students had access to instructional material aligned with state academic standards. The student attendance rate was 98%, the chronic absenteeism rate is 0.6% (Blue on Dashboard), and the suspension and expulsion rate were 0% (both were Blue on Dashboard). The climate surveys indicate that most of our students and parents feel safe and connected to the school.

The 2022-2023 high school graduation rate is 91.4%, higher than the state rate of 86.2%. Numerically significant subgroups' graduation rates are as follows: Socioeconomically disadvantaged group was 88.5%, Students with Disabilities 78.6%, Hispanic students 91.5%, and White students 91.6%. The overall graduation rate improved by 3% from the previous year. The focus continues to be on improving the quality of engagement data related to student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-27 Outcome	**Difference between Year 3 and Baseline**
1	% of teachers fully credentialed & appropriately assigned	99%			100%	
2	% of students who have access to the standards-aligned instruction materials resources	100%			100%	
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%			100%	
4	Chronic Absenteeism Rate (Dashboard)	0.5%			0%	
5	High School Graduation Rate (Dashboard)	91%			95%	
6	Student Suspension Rate (Dashboard)	0.0%			0.0%	
7	Student Expulsion Rate (Dashboard)	0.0%			0.0%	
8	% of students who feel high levels of connectedness to their school	98%			100%	
9	% of parents who strongly agree/agree Adults at the school care about students.	99%			100%	
10	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students.	96%			100%	

Goal Analysis for []

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF 1000 Salaries/3000 Benefits: $28,968,478	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF 4000 Instructional Materials: $7,844,683	Y
3	Maintain all facilities in “Good Repair”	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF 1000 Salaries/3000 Benefits: $161,410 3220 Non- Capitalized Equipment: $117,358 Total: $278,798	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer student engagement surveys.	$ 500	N
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide professional learning opportunities for staff to collaborate by grade level and/or subject to support student achievement.	Title II: $105,000 1000 Salaries/3000 Benefits $ 10,000 5000 Purchase Services Total: $115,000	N

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Improve College and Career Readiness:** Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. 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 LCFF priorities 4 and 7.	**Broad**

State Priorities addressed by this goal.

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Leaner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and are enrolled in all required areas of student (Student Learning Contract, School Pathways).

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness.

In 2022-2023: A review of College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who graduate meeting prepared on the CCRI, meet A-G requirements, increase enrollment in at least two Advanced Placement (AP) course and score 3 or higher on two AP examinations, and increase the percentage of students who complete a CTE pathways prior to graduation. The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness indicator among students. For example, 36.4% of high school students graduating were prepared for College and Career Indicator. Of the 36.4% students who were identified as prepared on the College and Career Readiness Indicator (CCRI), 76.4% of the students completed college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded and 3.6% of the students scored 3 or higher on two Advanced Placement courses, who were identified as being prepared on the College and Career Indicator. met UC/CSU requirements upon graduation. The graduating cohort had 27.5% met A-G course requirements. In 2023, 43.5% Earned a Golden Seal Merit Diploma. We continue to add CTE courses to support students' interest and career path.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24 (2022-23)	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	Schoolwide **ELA** Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)			0.0 (Green)	
2	Schoolwide **Math** Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)			-37.0 (Green)	
3	% of students scoring At Standard or Exceed Standard on the California **Science** Test (Dataquest)	34.4%			45.4%	
4	% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP) (Dataquest)	49.2%			55.2%	
5	% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP) (Dataquest)	34.3%			40.3%	
6	% of Cohort Graduates who met **UC/CSU Requirements** (Dataquest)	27.5%			33.5%	
7	% of students who met **UC/CSU requirements** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	58.2%			67.2%	
8	% of students in **AP Courses** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%			10.6%	
9	% of students completed a **CTE pathway** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%			8.8%	
10	% prepared on **College and Career Readiness Indicator (CCRI)** Dashboard Status (Dashboard)	Medium (36.4%)			51.4%	
11	% of **College Credit Courses** completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%			80%	
12	% of students who were identified as Prepared on the CCRI who received a **State Seal of Biliteracy**	5.5%			12.5%	
13	% of Graduates Earning a **Golden State Seal Merit** Diploma (Dataquest)	43.5%			49.5%	

Goal Analysis for [2023-2024]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF 1000 Salaries/3000 Benefits: $114,369 4000 Instructional Materials: $10,000 Total: $124,369	Y
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF 1000 Salaries/3000 Benefits: $288,500 4000 Instructional Materials: $104,544 Total: $393,044	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include maintaining funding for the additional counselor brought on in 2021-22 and teacher brought on in 2023-24.	LCFF 1000 Salaries/3000 Benefits: $258,095 4000 Instructional Materials/ 5000 Purchase Services: $15,000 Total: $273,095	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF 1000 Salaries/3000 Benefits: $10,400 4000 Instructional Materials: $19,600 Total: $30,000	Y

Goals and Actions

Goal

Goal #	Description	Type of 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. This Goal addresses LCFF priorities 2, 3, 4 and 7.	Broad

State Priorities addressed by this goal.

Priority 2: CCSS Implementation (Teacher participation in training/workshop regarding CCSS) for all students, including English Learners.

Priority 3: Parent Involvement: Efforts to seek parent input (WASC, LCAP, Surveys, LCAP Advisory, English Learner committee) and Promotion of parent participation (committees, school enrichment, field trips, student clubs, etc.,)

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Learner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and enrollment in all required areas of student (Student Learning Contract, School Pathway).

An explanation of why the LEA has developed this goal.

Goal 3 and corresponding Actions identify and address various needs of students to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs.

To improve student engagement and thus academic success, the Goal 3 Actions mirror California’s multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help students access and succeed academically. The designed metrics measure the success of the Actions. For example, one of the metrics involves monitoring the percentage of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year. These meetings play a pivotal role in reviewing academic progress, including identifying challenges, and needed support to maximize student learning. We believe student disengagement affected student performance outcomes. We made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity.

Thus, indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the 2023 California School Dashboard 2023 English Learner Progress Indicator (ELPI), 56.3% of the students were making progress toward English Language Proficiency which is higher than the state rate of 48.7%. In 2023, 21% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16.5%. The success of the ELL progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	% of English Learners (ELs) who made progress toward **English proficiency** as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	56.3%			62.3%	
2	% of English Learner students who scored proficient on the English Language Proficiency for **Summative ELPAC** (Dataquest).	20.9%			26.9%	
3	% of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by **school-administered parent survey.**	98%			100%	
4	**% of parents/guardians** of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who met with a counselor/coordinator once per school year	43%			63%	
5	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support **professional learning**	100%			100%	
6	% of students who have *access **and are** enrolled* in a **broad course of study (Pathways)**	100%			100%	
7	Decrease dropout rate of students with exceptional needs. (SELPA)	28.6%			23.6%	
8	% of **English Learners**, those in foster care, those living in low socio-economic conditions (priority groups) who are *offered **and** participate* in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%			34.1%	

Goal Analysis for [2023-2024]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF $137,835 1000 Salaries/3000 Benefits $32,409 5000 Purchase Services Total: $170,244	Y
2	Academic and Social-Emotional Supports	Academic and Social-Emotional Support. Our school experience survey results indicate there is still a need for increased and improved academic and social-emotional support (beyond Tier 1). To increase/improve Tier 2 student support, we will continue to fund the positions added because of COVID pandemic such as Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, Paraeducators, Intervention/Support Staff, an SEL Coordinator, Enrichments Specialist/Student Advisors, library support, and Foster Youth/Homeless Liaison.	LCFF 1000 Salaries/3000 Benefits: $2,516,150 4000 Instructional Materials: $165,800 Total: $2,681,950	Y
3	English Learner Supports	English Language acquisition data demonstrate positive trends, and we will continue to fund key support positions, including an English Language Development Director and integrated ELD professional learning costs.	LCFF 1000 Salaries/3000 Benefits: $125,221 4000 Instructional Materials: $23,130 5000 Purchase Services: $5,000 Total: $153,351	Y
4	Interim Assessments	To monitor ongoing student academic progress, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF 1000 Salaries/3000 Benefits: $265,470 4000 Instructional Materials: $145,412 Total: $410,882	Y
5	Students with exceptional needs: Community partnerships	By utilizing stronger collaboration between special education and general education staff, developing asynchronous SAI learning opportunities, and providing better communication with students and parents as they transition into high school from junior high, the school will decrease the drop-out rate of students with special needs	$0	N

Action #	Title	Description	Total Funds	Contributing
6	School Support Lead Position	This action focuses on creating and funding several positions to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF 1000 Salaries/3000 Benefits: $534,697	Y
7	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	$ 16,887 Title III, A 4000 Instructional Materials	N
8	Digital Library	The digital library program allows students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will continue to fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title I, A: 1000 Salaries/3000 Benefits: $105,000 4000 Instructional Materials: $80,000 Total: $185,000	N
9	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include the additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and the additional counselor to continue to improve direct academic support to students not demonstrating proficiency.	Title I, A 1000 Salaries/3000 Benefits: $410,057	N
10	Non-English Speaking Parent Support	Approximately 70% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to continue our bi-lingual (Spanish) ELD program assistants to help communicate with Spanish-speaking parents and students.	Title I, A 1000 Salaries/3000 Benefits: $77,157	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25 LCAP Year

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,150,930	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.14%	0%	$0	7.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	The family engagement surveys demonstrate that many of the students, particularly English Learners, low income, and those in foster care, do not have appropriate access to technology and internet. The school student demographics indicate 38% of the students are eligible for free/reduced lunch, 2% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 40%.	These expenditures are the most effective use of funds because most of our families choose to access our base instructional program online. Thus, they need technology capable of operating the latest versions (upgrades) of internet-based instructional supports and access to them online. This Action will be implemented schoolwide but principally benefits unduplicated groups because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with our online instruction.	The effectiveness of this Action will be measured through various metrics listed in Action 1, including our graduation rate, the percentage of students who have access to the standards aligned instruction materials resources, and our attendance rates.
1.5	Monitor Student Engagement. To determine why our students, disengage from school, we will purchase and administer a research-proven survey.	This expenditure is the most effective use of funds because we are purchasing a research-proven survey that provides the degree of detail we need to identify why students disengage and how to best address their needs. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated students because they typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of inflation.	The effectiveness of this Action will be measured by analyzing survey results, including the metrics listed in our Goal 1. For example, the percentage of students who feel high levels of connectedness to their school, the percentage of families of parents who strongly agree/agree that our learning environment is inviting, and the percentage of staff who strongly agree/agree our school offers a safe place for students.
2.1	Career Technical Education (CTE) Pathways: The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the score. In 2023, 36.5% of the students scored At Prepared on the CCRI, 1.8% completed a Career Technical Education (CTE) Pathway. To increase the number of students who complete a CTE Pathway, additional CTE certified teachers were hired, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways.	This expenditure is the most effective use of funds because it establishes increased and improved CTE courses and sequenced pathways. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school.	The effectiveness of this Action will be measured by analyzing the percentage of students who complete a CTE Pathway. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI

2.2	Advanced Placement (AP) courses and exams: In 2023, 3.6% of the students' score of 3 or higher on the AP exams. To increase the number of students who take and pass at least two AP examinations, we will add the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most effective use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training.	This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations	The effectiveness of this Action will be measured by analyzing the percentage of students who scored 3 or higher on AP exams. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.
2.3	A-G Readiness. This action focuses on increasing the percentage of students who pass A-G-approved classes. In 2023, 27.5% of the students (graduates) met UC/CSU requirements. We have been working diligently to implement approaches intended to demonstrate college and career readiness on the California School Dashboard. For example, we have been incrementally implementing A-G-approved courses, encouraging students to take four years of English, three years of mathematics, two years of History/Social Science, 2 years of Science (Biological for one year and Physical science for one year), one year of Visual & Performing Arts and one year of College-Preparatory Elective.	We believe this action reflects the most effective use of funds because expenditures include hiring additional academic counselors (thus reducing student caseloads) to facilitate improved A-G support/monitoring. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups are typically unaware of what courses meet the A-G requirements or have time to monitor the A-G progress at home.	We will measure the effectiveness of this Action by analyzing the percentage of students (graduates) who meet the UC/CSU requirement on Dataquest.
2.4	College Credit Courses. In the 2023 graduating class, approximately 76.4% college credits were earned by students who were identified as prepared on the College and Career Readiness Indicator (CCRI). The percentage identified as prepared on the CCRI was 36.5%. Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors/coordinators to meet with families at night and on weekends to explain college course opportunities and support.	Expenditures are the most efficient use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at the college level. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation.	The effectiveness of this Action will be measured by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

3.1	Parent Involvement. School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports.	Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most effective use of funds because services include direct interaction with families. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately.	We will measure the effectiveness of this Action by monitoring the percentage of families who attend our workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics).
3.2	Academic and Social-Emotional Support. The school experience survey results indicated the need for increased and improved academic and social-emotional support (beyond Tier 1) particularly for unduplicated students. To increase/improve Tier 2 student support, several positions were fund such as, Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	Expenditures are the most effective use of funds because services are provided directly to students in a manner most likely to address their needs. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable to the pandemic and now economic (inflation) adverse effects. Our supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. Our MTSS provides a structured approach to providing quality core instruction by aligning our resources to support student academic, behavioral, and social success.	We will measure the effectiveness of this Action by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics). We will also monitor the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see our Goal 3 metrics).
3.3	Interim Assessments. To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	Expenditures are the most effective use of funds because the California Board of Education has determined that the Student Growth Percentile (SGP) metric used by STAR360 is a valid measure of student growth. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated groups because they are most vulnerable to have learning loss due to the pandemic	We will measure the effectiveness of this Action by monitoring the percentage of students who score At Prepared on the College Career Indicator.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	English Learner Supports: 2023 California Schools Dashboard English Learner Progress Indicator score demonstrates 56% of the ELs are making progress towards English Proficiency and 21% of the English Language Learners scored at Proficient on the 2023 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 17%. This action includes paying for an English Language Development Director and integrated ELD professional learning costs	Expenditures are the most efficient use of funds because research demonstrates the need to provide ELLs with dedicated and integrated access to the core curriculum while simultaneously developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details.	This Action will be measured by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.
3.7	School Support Lead Position: This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Language Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, in 2023, the schoolwide percentage of students who Met or Exceeded the Standard for ELA is 49%. However, only 5% of the English Language Learners (ELL), 28% of the students with reported disabilities, 40% of Latino students, and 43% of Socioeconomically Disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap. The schoolwide percentage of students who Met or Exceeded the Standard for math is 34%. Moreover, 13% of the ELLs, 20% of our students with reported disabilities, 25% of our Latino students, and 25% of Socioeconomically Disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap.	Expenditures include funding a position to help monitor the academic progress of ELLs and other priority group students. Expenditures are the most efficient use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment.	The effectiveness of this Action will be measured by the percentage of unduplicated students scoring proficient (or higher) on the California Assessment of Student Performance and Progress (CAASPP).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount) --We will ***not*** use a qualitative methodology for any Actions. Our **r**equired percentage to increase or improve services is 7.14% ($5,150,930). The planned quantitative increase in services is 7.14% ($5,150,930**)** for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:
• Action 1.4- Technology
• Action 1.5- Monitor Student Engagement
• Action 2.1- Career Technical Education (CTE) Pathways
• Action 2.2- Advanced Placement (AP) courses and exams
• Action 2.3- A-G Readiness
• Action 2.4- College Credit Courses
• Action 3.1 -Parent Involvement.
• Action 3.2- Academic and Social-Emotional Support.
• Action 3.4- Interim Assessments

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that

support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the

LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 33,093,320	$ -	$ -	$ 816,820	40,848,352	$ 32,044,849	$ 8,803,503

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	$ 28,968,478	$ -	$ -	$ -	$ 28,968,478
1	2	Access to the standards-aligned instruction materials	All	$ -	$ -	$ -	$ -	$ 6,938,212
1	3	Maintain all facilities in “Good Repair”	All	$ -	$ -	$ -	$ -	$ -
1	4	Technology	All	$ 384,072	$ -	$ -	$ -	$ 384,072
1	5	Monitor student engagement	All	$ 500	$ -	$ -	$ -	$ 500
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	$ -	$ -	$ -	$ 115,000	$ 115,000
2	1	Career Technical Education (CTE) Pathways	All	$ 124,369	$ -	$ -	$ -	$ 124,369
2	2	Advanced Placement (AP) courses and exams	All	$ 93,044	$ -	$ -	$ -	$ 93,044
2	3	A-G Readiness	All	$ 215,512	$ -	$ -	$ -	$ 215,512
2	4	College Credit Courses	All	$ 30,000	$ -	$ -	$ -	$ 30,000
3	1	Parental Involvement	All	$ 109,558	$ -	$ -	$ -	$ 109,558
3	2	Academic and Social-Emotional Supports	All	$ 2,681,950	$ -	$ -	$ -	$ 2,681,950
3	3	English Learner Support	English Learners	$ 148,351	$ -	$ -	$ -	$ 148,351
3	4	Interim Assessments	All	$ 210,882	$ -	$ -	$ -	$ 210,882
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	$ -	$ -	$ -	$ -	$ -
3	6	Students with exceptional needs: Post-secondary readiness	Exceptional Needs	$ -	$ -	$ -	$ -	$ -
3	7	Special Program Lead Position	Priority Group	$ 126,604	$ -	$ -	$ -	$ 126,604
3	8	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	$ -	$ -	$ -	$ 16,887	$ 16,887
3	9	Digital Library (Title 1 Federal Funds)	All	$ -	$ -	$ -	$ 200,000	$ 200,000
3	10	Targeted Academic Support (Title 1 Federal Funds)	All	$ -	$ -	$ -	$ 390,000	$ 390,000
3	11	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	$ -	$ -	$ -	$ 94,933	$ 94,933

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 72,168,133	$ 5,150,930	7.14%	0.00%	7.14%	$ 4,124,842	0.00%	5.72%	Total:	$ 4,124,842
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 4,124,842

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	schoolwide	all	schoolwide	$ 384,072	0.00%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	$ 500	0.00%
2	1	Career Technical Education (CTE) Pathwa	Yes	schoolwide	all	schoolwide	$ 124,369	0.00%
2	2	Advanced Placement (AP) courses and ex	Yes	schoolwide	all	schoolwide	$ 93,044	0.00%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	$ 215,512	0.00%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	$ 30,000	0.00%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	$ 109,558	0.00%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	$ 2,681,950	0.00%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	$ 148,351	0.00%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	$ 210,882	0.00%
3	7	Special Program Lead Position	Yes	schoolwide	all	schoolwide	$ 126,604	0.00%

2023-24 PCA Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 39,511,524	$ 40,806,632

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	$ 28,068,983	$ 29,192,512
1	2	Access to the standards-aligned instruction materials	No	$ 6,564,217	$ 6,648,265
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -
1	4	Technology	Yes	$ 605,910	$ 384,072
1	5	Monitor student engagement	Yes	$ 500	$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ 107,000	$ 103,995
2	1	Career Technical Education (CTE) Pathways	Yes	$ 122,166	$ 124,369
2	2	Advanced Placement (AP) courses and exams	Yes	$ 75,124	$ 93,044
2	3	A-G Readiness	Yes	$ 128,954	$ 215,512
2	4	College Credit Courses	Yes	$ 58,400	$ 26,387
3	1	Parental Involvement	Yes	$ 109,558	$ 170,244
3	2	Academic and Social-Emotional Supports	Yes	$ 2,563,500	$ 2,681,950
3	3	English Learner Support	Yes	$ 146,535	$ 148,351
3	4	Interim Assessments	Yes	$ 208,857	$ 210,682
3	5	Students with exceptional needs: Community partnerships	No	$ -	$ -
3	6	Students with exceptional needs: Post-secondary	No	$ -	$ -
3	7	Special Program Lead Position	Yes	$ 50,000	$ 126,604
3	8	Professional learning related to English Learners	No	$ 16,887	$ 8,622
3	9	Digital Library (Title 1 Federal Funds)	No	$ 200,000	$ 184,809
3	10	Targeted Academic Support (Title 1 Federal	No	$ 390,000	$ 410,057
3	11	Non-English Speaking Parent Support (Title 1	No	$ 94,933	$ 77,157

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,564,842	$ 4,118,104	$ 4,181,716	$ (63,612)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	$ -		0.00%	0.00%
1	2	Access to the standards-aligned instruction materials	No	$ -		0.00%	0.00%
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -	0.00%	0.00%
1	4	Technology	Yes	$ 605,910	$ 384,071.64	0.00%	0.00%
1	5	Monitor student engagement	Yes	$ 500	$ 500.00	0.00%	0.00%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ -	$ -	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	$ 107,000	$ 124,368.84	0.00%	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	$ 122,166	$ 93,044.16	0.00%	0.00%
2	3	A-G Readiness	Yes	$ 75,124	$ 215,512.00	0.00%	0.00%
2	4	College Credit Courses	Yes	$ 128,954	$ 26,387.06	0.00%	0.00%
3	1	Parental Involvement	Yes	$ 109,558	$ 170,244.21	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	$ 2,563,500	$ 2,681,950.35	0.00%	0.00%
3	3	English Learner Support	Yes	$ 146,535	$ 148,351.06	0.00%	0.00%
3	4	Interim Assessments	Yes	$ 208,857	$ 210,682.36	0.00%	0.00%
3	5	Students with exceptional needs: Community partnerships	No	$ -	$ -	0.00%	0.00%
3	6	Students with exceptional needs: Post-secondary	No	$ -	$ -	0.00%	0.00%
3	7	Special Program Lead Position	Yes	$ 50,000	$ 126,604.00	0.00%	0.00%
3	8	Professional learning related to English Learners	No	$ -		0.00%	0.00%
3	9	Digital Library (Title 1 Federal Funds)	No	$ -		0.00%	0.00%
3	10	Targeted Academic Support (Title 1 Federal	No	$ -		0.00%	0.00%
3	11	Non-English Speaking Parent Support (Title 1	No	$ -		0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 42,188,823	$ 3,564,842	0.00%	8.45%	$ 4,181,716	0.00%	9.91%	$0.00 - No Carryover	0.00% - No Carryover

Coversheet

Resolution for the 2024-2025 Education Protection Account (EPA) & Spending Plan

Section: II. Finance
Item: C. Resolution for the 2024-2025 Education Protection Account (EPA) & Spending Plan
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2024-07 THE EDUCATION PROTECTION ACCOUNT_Proposed 6.20.24.pdf

Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2024-07
THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Pacific Coast Academy (PCA);

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Pacific Coast Academy (PCA) has determined to spend the monies received from the Education Protection Act as attached.

Pacific Coast Academy

Projected Expenditures through: June 30, 2025

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Revenue Limit Sources	8010-8099	1,216,325.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,216,325.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	817,984.54
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	398,340.46
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,216,325.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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 June 27, 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

2024-2025 Budget

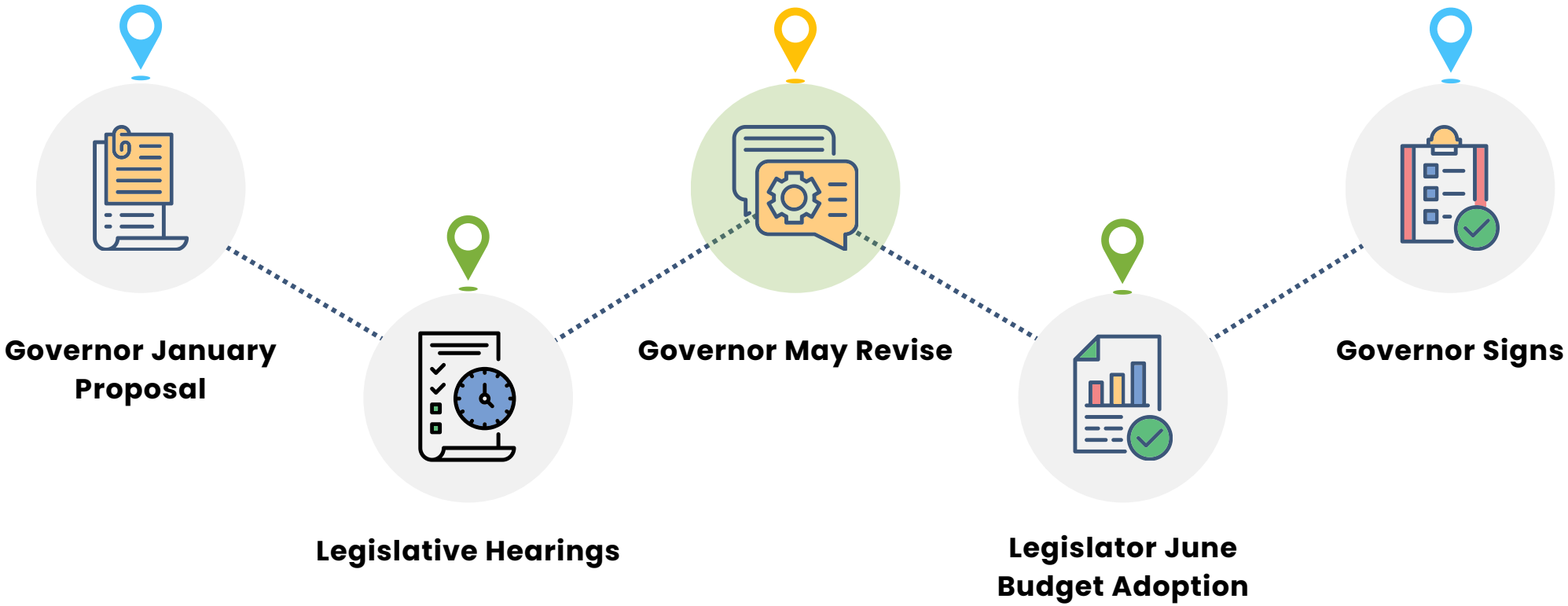
Section: II. Finance
Item: D. 2024-2025 Budget
Purpose: Vote
Submitted by:
Related Material: PCA_FY25_Budget Presentation.pdf

CHARTER IMPACT

Pacific Coast Academy

Budget Presentation – FY 2024-25

State Budget Process

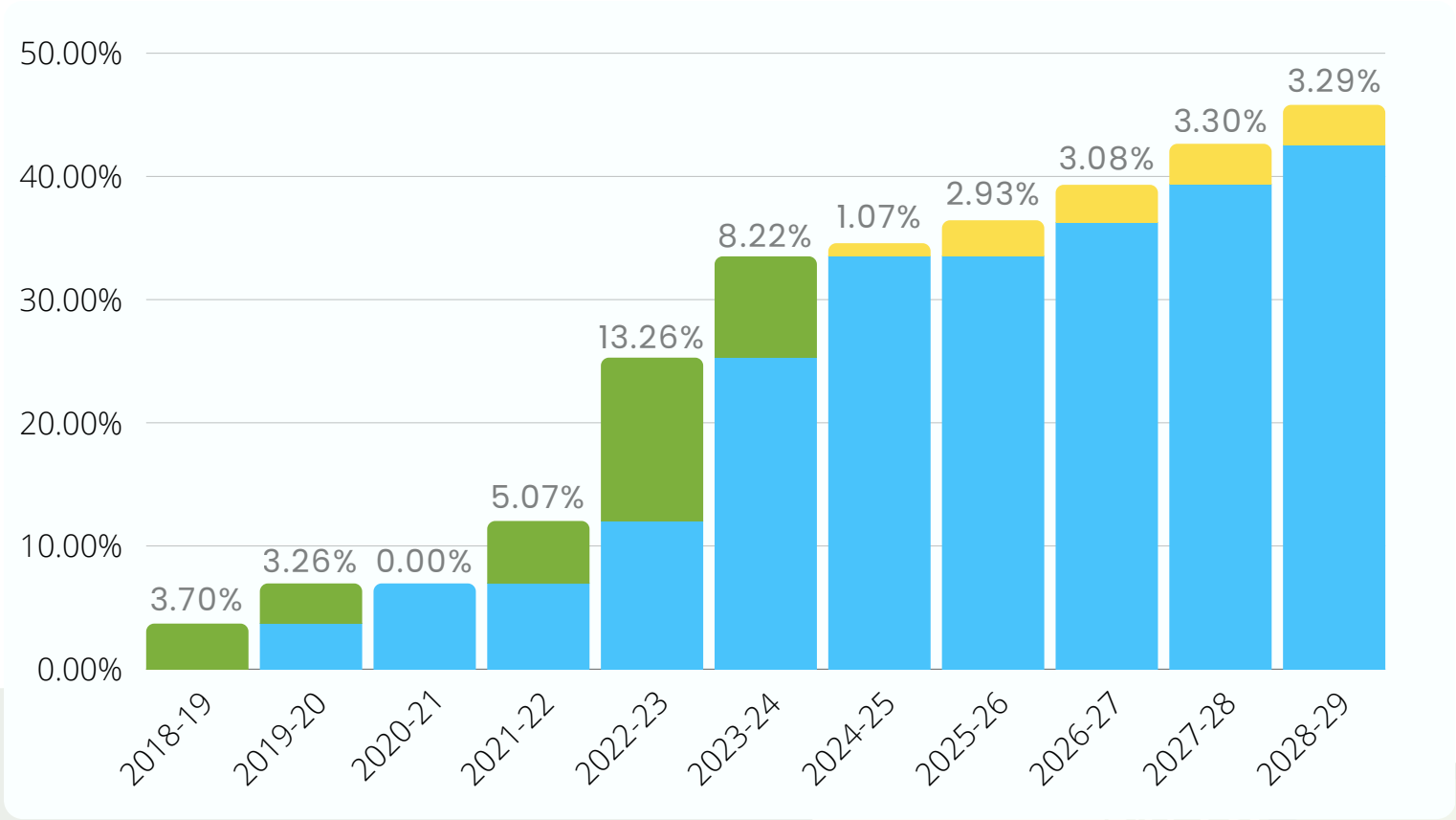


May Revise Highlights



LCFF Increase

Cumulative increase in State COLA since FY18-19



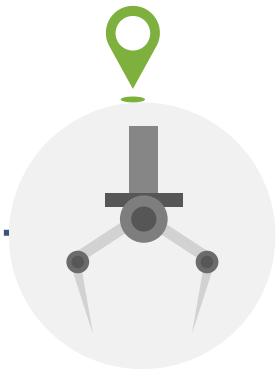
2024-25 COLA at May Proposal- 1.07%

Learning Recovery Proposals

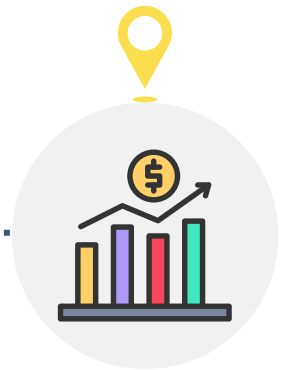
Learning recovery initiatives funding to be spent by June 30, 2028



Original Entitlement (FY23): $7.9B

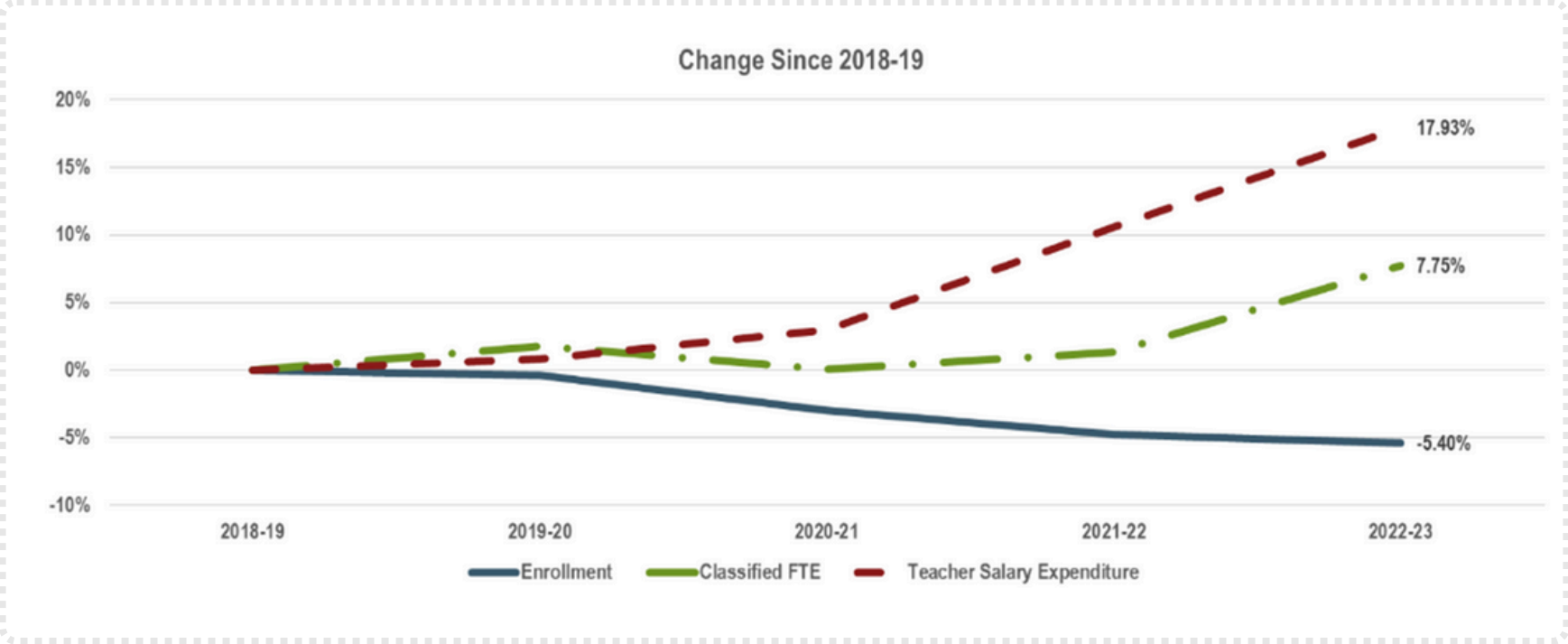


Clawback (FY24): $1.1B



Unspent LREBG now requires a plan, reported results included in LCAP (FY25-FY28)

CA Trends



Source: School Services of California

Pacific Coast – Highlights

- Budget balanced with **$6.4M** surplus (**8.0%** of expenses)
- **1.07%** COLA projected for LCFF and other programs

	2024-25	2025-26	2026-27
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Enrollment	*6,206*	*6,516*	*6,679*
Average Daily Attendance	*6,081.63*	*6,385.71*	*6,545.35*
Total Revenue	**$ 86,791,703**	**$ 92,645,917**	**$ 97,361,357**
Total Expenses	**$ 80,399,019**	**$ 85,606,602**	**$ 89,996,061**
Surplus (Deficit)	**$ 6,392,684**	**$ 7,039,315**	**$ 7,365,297**
LCFF			
Total Target Base Plus Add-Ons	**$66,243,763**	**$71,592,676**	**$75,643,571**
Average Base per ADA	**$10,892**	**$11,211**	**$11,557**
Total Supplemental Grant	**$ 5,167,014**	**$ 5,631,480**	**$ 5,950,123**
Total LCFF	**$ 72,393,487**	**$ 78,286,185**	**$ 82,715,957**
Total LCFF Funding per ADA	**$11,904**	**$12,260**	**$12,637**

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*6,206*
ADA	*6,082*
Attendance Rate	*98.0%*
Unduplicated %	*39.0%*
Revenue per ADA	*$14,271*
Expenses per ADA	*$13,220*

Compliance

- SB740 Requirements:

Cert.	Instr.
54.1%	83.0%
12,280,529	2,567,898

Must exceed 40% / 80%

Pupil:Teacher Ratio
20.41 :1

Must be equal to or less than 25:1

Pacific Coast – Revenue & Expense

	Annual/Full Year Forecast
Revenue	
State Aid-Rev Limit	$ 72,393,488
Federal Revenue	1,549,894
Other State Revenue	12,848,322
Other Local Revenue	-
Total Revenue	**$ 86,791,703**

One-Time Funds:

- Arts, Music and Instructional Materials: **$1.8M**
- Multi-year funds reserved for FY26+: **$5.4M**

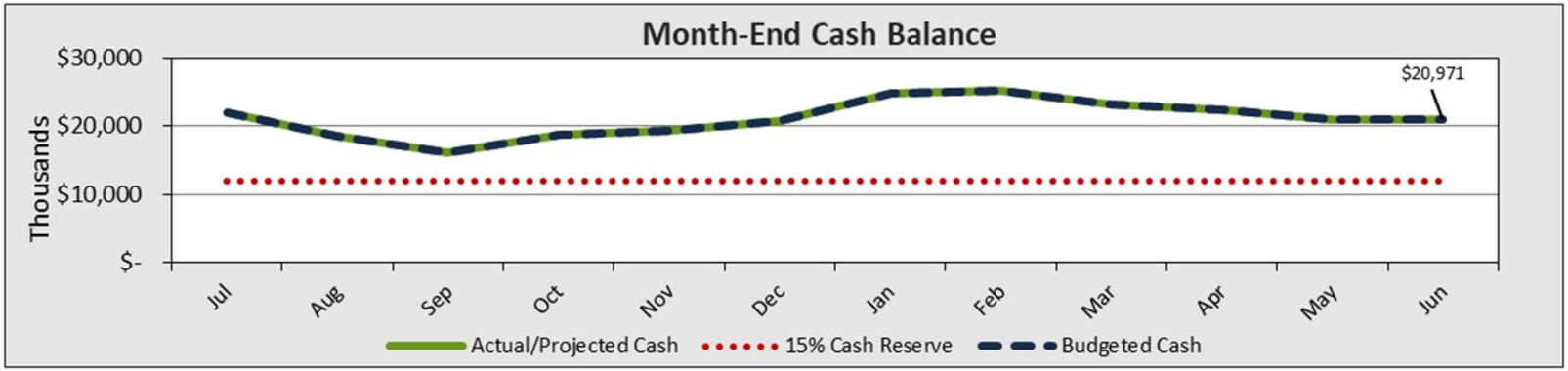
	Annual/Full Year Forecast
Expenses	
Certificated Salaries	$ 31,539,229
Classified Salaries	4,502,043
Benefits	14,499,707
Books and Supplies	13,782,807
Subagreement Services	10,179,605
Operations	1,056,750
Facilities	540,294
Professional Services	4,269,107
Depreciation	29,478
Interest	-
Total Expenses	**$ 80,399,019**

- Staffing Costs: **+5.5%** (+13%, excl this year's stipends)
  - Salary increases (**+4%** average), **50** added staff, and benefits increase (**+13%**)
  - Assumes no retention stipend next year
- Avg. student funds per enrollee: **$3,230**
  - Participation Assumption: **85%**
- Other expenses projected in-line with last year's per ADA projected actuals plus **2%** COLA

Pacific Coast – Fund & Cash Balance

	Annual/Full Year Forecast
Total Surplus(Deficit)	**$ 6,392,684**
Beginning Fund Balance	16,881,160
Ending Fund Balance	**$ 23,273,844**
As a % of Annual Expenses	*28.9%*

- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change in anticipation of the June 2024 financial close



- Strong cash balance for each monthly close
- No factoring built into current budget
- Low point in September, typical for how revenue is paid

Pacific Coast – Three Year Forecast

- Next year's projected revenue is an increase from current year and increases annually across all three years
- Expenses:
  - Salaries & Benefits: **+5.5%** next year (COLAs, new staff, benefits increases)
  - Student Funds: **-8%** next year, assuming no funds added mid-year
  - Other expenses increase by **2%** COLA year-over-year
- Positive surpluses and cash balances all three years

	2024-25	2025-26	2026-27
LCFF COLA	***1.07%***	***2.93%***	***3.08%***
Enrollment	*6,206*	*6,516*	*6,679*
Average Daily Attendance	*6,081.63*	*6,385.71*	*6,545.35*
Total Revenue	**$ 86,791,703**	**$ 92,645,917**	**$ 97,361,357**
Total Expenses	**$ 80,399,019**	**$ 85,606,602**	**$ 89,996,061**
Surplus (Deficit)	**$ 6,392,684**	**$ 7,039,315**	**$ 7,365,297**
Fund Balance, Beginning of Year	$ 16,881,160	$ 23,273,844	$ 30,313,160
Fund Balance, End of Year	**$ 23,273,844**	**$ 30,313,160**	**$ 37,678,456**
	28.9%	***35.4%***	***41.9%***
Cash, Beginning of Year	25,577,294	18,455,252	32,387,940
Cash, End of Year	**$ 18,455,252**	**$ 32,387,940**	**$ 37,891,542**

Pacific Coast – Appendix

- Multi-year Projection
- Monthly Cash Flow / Forecast

FY24-25 Pacific Coast Academy Budget

Multi-Year Forecast

Revised 5/29/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*3.00%*	*3.00%*
Enrollment	*6,206*	*6,516*	*6,679*
Average Daily Attendance	*6,081.63*	*6,385.71*	*6,545.35*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 69,354,439	$ 75,095,183	$ 79,445,181
8012 Education Protection Account	1,216,325	1,277,141	1,309,070
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,822,724	1,913,860	1,961,707
	72,393,488	78,286,185	82,715,957
Federal Revenue			
8181 Special Education - Entitlement	851,428	893,999	916,349
8290 Title I, Part A - Basic Low Income	579,469	608,442	623,654
8291 Title II, Part A - Teacher Quality	105,842	111,134	113,912
8293 Title III - Limited English	13,155	13,813	14,158
8296 Other Federal Revenue	(0)	-	-
8299 Prior Year Federal Revenue	-	-	-
	1,549,894	1,627,388	1,668,073
Other State Revenue			
8311 State Special Education	5,261,275	5,524,338	5,662,447
8550 Mandated Cost	127,652	140,417	154,165
8560 State Lottery	1,514,325	1,590,041	1,629,792
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	5,945,071	5,477,548	5,530,924
	12,848,322	12,732,344	12,977,327
Other Local Revenue			
8660 Interest Revenue	-	-	-
8699 School Fundraising	-	-	-
8980 Contributions, Unrestricted	-	-	-
	-	-	-
Total Revenue	**$ 86,791,703**	**$ 92,645,917**	**$ 97,361,357**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	22,339,801	23,746,500	24,910,329
1175 Teachers' Extra Duty/Stipends	2,681,231	2,761,667	2,849,822
1200 Pupil Support Salaries	3,033,884	3,124,900	3,218,647
1300 Administrators' Salaries	2,587,416	2,665,038	2,911,520
1900 Other Certificated Salaries	896,897	923,804	951,519
	31,539,229	33,221,911	34,841,836
Classified Salaries			
2100 Instructional Salaries	193,993	341,953	352,211
2200 Support Salaries	1,546,171	1,717,597	1,769,124
2300 Classified Administrators' Salaries	565,552	582,519	599,994
2400 Clerical and Office Staff Salaries	1,870,685	1,926,805	1,984,609
2900 Other Classified Salaries	325,643	335,412	345,474
	4,502,043	4,904,285	5,051,414
Benefits			
3101 STRS	9,149,314	9,644,229	10,119,526
3301 OASDI	299,190	304,066	313,188
3311 Medicare	527,246	552,830	578,452
3401 Health and Welfare	3,784,000	4,319,700	4,831,530
3501 State Unemployment	194,530	198,940	201,880
3601 Workers' Compensation	545,427	571,893	598,399
3901 Other Benefits	-	-	-
	14,499,707	15,591,658	16,642,974

FY24-25 Pacific Coast Academy Budget

Multi-Year Forecast

Revised 5/29/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	147,492	159,513	168,405
4302 School Supplies	8,821,760	9,540,733	10,072,629
4305 Software	2,651,326	2,867,409	3,027,267
4310 Office Expense	144,432	156,203	164,912
4311 Business Meals	12,852	13,899	14,674
4400 Noncapitalized Equipment	2,004,945	2,168,348	2,289,234
	13,782,807	14,906,106	15,737,121
Subagreement Services			
5101 Nursing	-	-	-
5102 Special Education	2,557,140	2,765,547	2,919,726
5105 Security	3,672	3,971	4,193
5106 Other Educational Consultants	7,618,793	7,847,356	8,082,777
	10,179,605	10,616,874	11,006,696
Operations and Housekeeping			
5201 Auto and Travel	105,366	113,953	120,306
5300 Dues & Memberships	39,372	42,581	44,955
5400 Insurance	739,122	799,360	843,924
5501 Utilities	32,946	35,631	37,618
5900 Communications	119,850	129,618	136,844
5901 Postage and Shipping	20,094	21,732	22,943
	1,056,750	1,142,875	1,206,590
Facilities, Repairs and Other Leases			
5601 Rent	515,202	557,191	588,254
5604 Other Leases	20,910	22,614	23,875
5610 Repairs and Maintenance	4,182	4,523	4,775
	540,294	584,328	616,904
Professional/Consulting Services			
5801 IT	9,996	10,811	11,413
5802 Audit & Taxes	13,668	14,078	14,500
5803 Legal	151,470	156,014	160,695
5804 Professional Development	134,946	145,944	154,080
5805 General Consulting	25,296	27,358	28,883
5806 Special Activities/Field Trips	1,603,956	1,734,679	1,831,387
5807 Bank Charges	4,896	5,295	5,590
5808 Printing	3,774	4,082	4,309
5809 Other taxes and fees	24,990	27,027	28,533
5810 Payroll Service Fee	102,000	110,313	116,463
5811 Management Fee	1,464,162	1,583,491	1,671,770
5812 District Oversight Fee	723,935	782,862	827,160
5813 County Fees	1,020	1,103	1,165
5815 Public Relations/Recruitment	4,998	5,148	5,302
	4,269,107	4,608,203	4,861,251
Depreciation			
6900 Depreciation Expense	29,478	30,362	31,273
	29,478	30,362	31,273
Interest			
	-	-	-
Total Expenses	**$ 80,399,019**	**$ 85,606,602**	**$ 89,996,061**
Surplus (Deficit)	**$ 6,392,684**	**$ 7,039,315**	**$ 7,365,297**
Fund Balance, Beginning of Year	$ 16,881,160	$ 23,273,844	$ 30,313,160
Fund Balance, End of Year	**$ 23,273,844**	**$ 30,313,160**	**$ 37,678,456**
	28.9%	***35.4%***	***41.9%***

FY24-25 Pacific Coast Academy Budget

Multi-Year Forecast

Revised 5/29/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	6,392,684	7,039,315	7,365,297
Cash Flows From Operating Activities			
Depreciation/Amortization	29,478	30,362	31,273
Public Funding Receivables	(8,022,918)	8,606,044	(304,812)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(3,005,617)	116,385	166,349
Accrued Expenses	-	-	-
Deferred Revenue	(2,515,668)	(1,859,419)	(1,754,506)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(7,122,042)	13,932,688	5,503,601
Cash, Beginning of Year	25,577,294	18,455,252	32,387,940
Cash, End of Year	**$ 18,455,252**	**$ 32,387,940**	**$ 37,891,542**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 6081.63

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	3,152,474	3,152,474	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	11,979,405	**69,354,439**
8012	Education Protection Account	-	-	276,438	-	-	276,438	-	-	276,438	-	-	-	387,013	**1,216,325**
8096	In Lieu of Property Taxes	-	99,421	198,843	132,562	132,562	132,562	132,562	132,562	231,983	115,992	115,992	115,992	281,694	**1,822,724**
		-	3,251,896	3,627,755	5,807,016	5,807,016	6,083,453	5,807,016	5,807,016	6,182,874	5,790,445	5,790,445	5,790,445	12,648,111	**72,393,488**
Federal Revenue															
8181	Special Education - Entitlement	-	38,701	38,701	69,662	69,662	69,662	69,662	69,662	69,662	69,662	69,662	69,662	147,065	**851,428**
8290	Title I, Part A - Basic Low Income	-	-	144,867	-	-	434,602	-	-	-	-	-	-	-	**579,469**
8291	Title II, Part A - Teacher Quality	-	-	26,461	-	-	79,382	-	-	-	-	-	-	-	**105,842**
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,155	-	**13,155**
8296	Other Federal Revenue	-	-	-	(0)	-	-	(0)	-	-	(0)	-	-	(0)	**(0)**
		-	38,701	210,029	69,662	69,662	583,646	69,662	69,662	69,662	69,662	69,662	82,817	147,065	**1,549,894**
Other State Revenue															
8311	State Special Education	-	239,149	239,149	430,468	430,468	430,468	430,468	430,468	430,468	430,468	430,468	430,468	908,766	**5,261,275**
8550	Mandated Cost	-	-	-	-	-	127,652	-	-	-	-	-	-	-	**127,652**
8560	State Lottery	-	-	-	-	-	-	344,165	-	-	344,165	-	-	825,995	**1,514,325**
8599	Other State Revenue	-	15,204	15,204	656,284	27,367	27,367	656,284	27,367	27,367	656,284	27,367	27,367	3,781,606	**5,945,071**
		-	254,353	254,353	1,086,752	457,835	585,487	1,430,917	457,835	457,835	1,430,917	457,835	457,835	5,516,366	**12,848,322**
Other Local Revenue															
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		**-**	**3,544,950**	**4,092,136**	**6,963,430**	**6,334,513**	**7,252,586**	**7,307,595**	**6,334,513**	**6,710,372**	**7,291,025**	**6,317,943**	**6,331,098**	**18,311,542**	**86,791,703**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	782,045	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	1,031,058	-	**22,339,801**
1175	Teachers' Extra Duty/Stipends	4,167	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	129,463	-	**2,681,231**
1200	Pupil Support Salaries	130,339	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	145,013	-	**3,033,884**
1300	Administrators' Salaries	211,139	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	211,139	-	**2,587,416**
1900	Other Certificated Salaries	38,634	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	40,870	-	**896,897**
		1,166,324	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	1,557,544	-	**31,539,229**
Classified Salaries															
2100	Instructional Salaries	-	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	9,238	-	**193,993**
2200	Support Salaries	126,134	135,016	135,016	135,016	135,016	135,016	135,016	135,016	135,016	135,016	135,016	130,575	(60,699)	**1,546,171**
2300	Classified Administrators' Salaries	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	-	**565,552**
2400	Clerical and Office Staff Salaries	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	-	**1,870,685**
2900	Other Classified Salaries	19,680	28,202	28,202	28,202	28,202	28,202	28,202	28,202	28,202	28,202	28,202	23,941	-	**325,643**
		348,834	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	366,774	(60,699)	**4,502,043**
Benefits															
3101	STRS	222,768	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	297,491	3,125,321	**9,149,314**
3301	OASDI	22,874	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	24,050	-	**299,190**
3311	Medicare	22,128	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	28,103	-	**527,246**
3401	Health and Welfare	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	-	**3,784,000**
3501	State Unemployment	9,727	9,727	9,727	9,727	9,727	9,727	48,633	38,906	19,453	9,727	9,727	9,727	-	**194,530**
3601	Workers' Compensation	22,891	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	29,073	-	**545,427**
		615,720	997,708	997,708	997,708	997,708	997,708	1,036,614	1,026,887	1,007,434	997,708	997,708	703,777	3,125,321	**14,499,707**
Books and Supplies															
4100	Textbooks and Core Materials	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	-	**147,492**
4302	School Supplies	158,328	896,891	649,171	322,790	249,186	332,828	452,312	361,854	1,589,405	1,325,222	1,178,278	1,305,497	-	**8,821,760**
4305	Software	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	-	**2,651,326**
4310	Office Expense	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	-	**144,432**
4311	Business Meals	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	-	**12,852**
4400	Noncapitalized Equipment	35,984	203,839	147,539	73,361	56,633	75,643	102,798	82,239	361,228	301,187	267,790	296,704	-	**2,004,945**
		440,653	1,347,072	1,043,052	642,493	552,160	654,812	801,451	690,435	2,196,975	1,872,751	1,692,410	1,848,543	-	**13,782,807**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

CHARTER IMPACT

ADA = 6081.63

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	-	**2,557,140**
5105	Security	306	306	306	306	306	306	306	306	306	306	306	306	-	**3,672**
5106	Other Educational Consultants	136,737	774,588	560,648	278,773	215,206	287,442	390,633	312,510	1,372,668	1,144,510	1,017,604	1,127,475	-	**7,618,793**
		350,138	987,989	774,049	492,174	428,607	500,843	604,034	525,911	1,586,069	1,357,911	1,231,005	1,340,876	-	**10,179,605**
Operations and Housekeeping															
5201	Auto and Travel	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	-	**105,366**
5300	Dues & Memberships	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	-	**39,372**
5400	Insurance	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	-	**739,122**
5501	Utilities	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	-	**32,946**
5900	Communications	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	-	**119,850**
5901	Postage and Shipping	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	-	**20,094**
		88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	-	**1,056,750**
Facilities, Repairs and Other Leases															
5601	Rent	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	-	**515,202**
5604	Other Leases	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	-	**20,910**
5610	Repairs and Maintenance	349	349	349	349	349	349	349	349	349	349	349	349	-	**4,182**
		45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	-	**540,294**
Professional/Consulting Services															
5801	IT	833	833	833	833	833	833	833	833	833	833	833	833	-	**9,996**
5802	Audit & Taxes	-	-	-	4,556	4,556	4,556	-	-	-	-	-	-	-	**13,668**
5803	Legal	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	-	**151,470**
5804	Professional Development	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	-	**134,946**
5805	General Consulting	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	**25,296**
5806	Special Activities/Field Trips	28,787	163,071	118,031	58,689	45,306	60,514	82,238	65,792	288,983	240,950	214,232	237,363	-	**1,603,956**
5807	Bank Charges	408	408	408	408	408	408	408	408	408	408	408	408	-	**4,896**
5808	Printing	315	315	315	315	315	315	315	315	315	315	315	315	-	**3,774**
5809	Other taxes and fees	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**24,990**
5810	Payroll Service Fee	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	**102,000**
5811	Management Fee	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	-	**1,464,162**
5812	District Oversight Fee	-	32,519	36,278	58,070	58,070	60,835	58,070	58,070	61,829	57,904	57,904	57,904	126,481	**723,935**
5813	County Fees	-	-	-	255	-	-	255	-	-	255	-	-	255	**1,020**
5815	Public Relations/Recruitment	417	417	417	417	417	417	417	417	417	417	417	417	-	**4,998**
		189,331	356,134	314,853	282,114	268,477	286,449	301,108	284,406	511,355	459,653	432,681	455,812	126,736	**4,269,107**
Depreciation															
6900	Depreciation Expense	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
		2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**3,246,543**	**7,090,695**	**6,531,455**	**5,816,282**	**5,648,744**	**5,841,604**	**6,144,999**	**5,929,432**	**8,703,626**	**8,089,816**	**7,755,597**	**6,408,867**	**3,191,358**	**80,399,019**
Monthly Surplus (Deficit)		**(3,246,543)**	**(3,545,745)**	**(2,439,318)**	**1,147,148**	**685,769**	**1,410,981**	**1,162,595**	**405,081**	**(1,993,254)**	**(798,791)**	**(1,437,654)**	**(77,769)**	**15,120,184**	**6,392,684**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 6081.63

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(3,246,543)	(3,545,745)	(2,439,318)	1,147,148	685,769	1,410,981	1,162,595	405,081	(1,993,254)	(798,791)	(1,437,654)	(77,769)	15,120,184	**6,392,684**
Cash flows from operating activities														
Depreciation/Amortization	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
Public Funding Receivables	5,918,249	-	-	1,461,614	-	-	2,908,760	-	-	-	-	-	(18,311,542)	**(8,022,918)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(6,196,975)	-	-	-	-	-	-	-	-	-	-	-	3,191,358	**(3,005,617)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	(2,515,668)	**(2,515,668)**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	(3,522,813)	(3,543,289)	(2,436,862)	2,611,219	688,225	1,413,438	4,073,812	407,538	(1,990,797)	(796,335)	(1,435,197)	(75,313)		
Cash, Beginning of Month	25,577,294	22,054,481	18,511,193	16,074,331	18,685,551	19,373,776	20,787,213	24,861,025	25,268,563	23,277,766	22,481,431	21,046,234		
Cash, End of Month	**22,054,481**	**18,511,193**	**16,074,331**	**18,685,551**	**19,373,776**	**20,787,213**	**24,861,025**	**25,268,563**	**23,277,766**	**22,481,431**	**21,046,234**	**20,970,921**		

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

CHARTER IMPACT

ADA = 6385.71	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 6081.63	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	3,575,961	3,575,961	6,436,730	6,436,730	6,436,730	6,436,730	6,436,730	7,151,922	7,151,922	7,151,922	7,151,922	7,151,922	**75,095,183**	69,354,439	5,740,745
8012 Education Protection Account	-	-	-	304,081	-	-	304,081	-	-	349,693	-	-	319,285	**1,277,141**	1,216,325	60,816
8096 In Lieu of Property Taxes	-	114,832	229,663	153,109	153,109	153,109	153,109	153,109	267,940	133,970	133,970	133,970	133,970	**1,913,860**	1,822,724	91,136
	-	3,690,793	3,805,624	6,893,920	6,589,839	6,589,839	6,893,920	6,589,839	7,419,863	7,635,586	7,285,892	7,285,892	7,605,178	**78,286,185**	**72,393,488**	**5,892,697**
Federal Revenue																
8181 Special Education - Entitlement	-	44,700	44,700	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	**893,999**	851,428	42,571
8290 Title I, Part A - Basic Low Income	-	-	152,111	-	-	152,111	-	-	152,111	-	-	-	152,111	**608,442**	579,469	28,973
8291 Title II, Part A - Teacher Quality	-	-	27,784	-	-	27,784	-	-	27,784	-	-	-	27,784	**111,134**	105,842	5,292
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,813	-	**13,813**	13,155	658
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	(0)	0
	-	44,700	224,594	80,460	80,460	260,354	80,460	80,460	260,354	80,460	80,460	94,273	260,354	**1,627,388**	**1,549,894**	**77,495**
Other State Revenue																
8311 State Special Education	-	276,217	276,217	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	**5,524,338**	5,261,275	263,064
8550 Mandated Cost	-	-	-	-	-	140,417	-	-	-	-	-	-	-	**140,417**	127,652	12,765
8560 State Lottery	-	-	-	-	-	-	397,510	-	-	397,510	-	-	795,020	**1,590,041**	1,514,325	75,716
8599 Other State Revenue	-	-	-	-	3,560,406	-	-	-	-	1,369,387	-	-	547,755	**5,477,548**	5,945,071	(467,522)
	-	276,217	276,217	497,190	4,057,597	637,607	894,701	497,190	497,190	2,264,088	497,190	497,190	1,839,966	**12,732,344**	12,848,322	(115,977)
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	-
Total Revenue	**-**	**4,011,710**	**4,306,435**	**7,471,570**	**10,727,896**	**7,487,800**	**7,869,081**	**7,167,489**	**8,177,407**	**9,980,134**	**7,863,543**	**7,877,356**	**9,705,497**	**92,645,917**	**86,791,703**	**5,854,214**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	831,290	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	1,095,982	-	**23,746,500**	22,339,801	(1,406,699)
1175 Teachers' Extra Duty/Stipends	4,292	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	133,347	-	**2,761,667**	2,681,231	(80,437)
1200 Pupil Support Salaries	134,249	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	149,364	-	**3,124,900**	3,033,884	(91,017)
1300 Administrators' Salaries	217,473	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	217,473	-	**2,665,038**	2,587,416	(77,622)
1900 Other Certificated Salaries	39,793	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	42,096	-	**923,804**	896,897	(26,907)
	1,227,096	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	1,638,262	-	**33,221,911**	**31,539,229**	**(1,682,682)**
Classified Salaries																
2100 Instructional Salaries	-	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	16,283	-	**341,953**	193,993	(147,960)
2200 Support Salaries	140,119	149,985	149,985	149,985	149,985	149,985	149,985	149,985	149,985	149,985	149,985	145,052	(67,429)	**1,717,597**	1,546,171	(171,426)
2300 Classified Administrators' Salaries	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	-	**582,519**	565,552	(16,967)
2400 Clerical and Office Staff Salaries	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	-	**1,926,805**	1,870,685	(56,121)
2900 Other Classified Salaries	20,270	29,048	29,048	29,048	29,048	29,048	29,048	29,048	29,048	29,048	29,048	24,659	-	**335,412**	325,643	(9,769)
	369,499	420,711	420,711	420,711	420,711	420,711	420,711	420,711	420,711	420,711	420,711	395,105	(67,429)	**4,904,285**	**4,502,043**	**(402,242)**
Benefits																
3101 STRS	234,375	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	312,908	3,298,844	**9,644,229**	9,149,314	(494,915)
3301 OASDI	23,247	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	24,442	-	**304,066**	299,190	(4,876)
3311 Medicare	23,202	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	29,467	-	**552,830**	527,246	(25,584)
3401 Health and Welfare	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	-	**4,319,700**	3,784,000	(535,700)
3501 State Unemployment	9,947	9,947	9,947	9,947	9,947	9,947	49,735	39,788	19,894	9,947	9,947	9,947	-	**198,940**	194,530	(4,410)
3601 Workers' Compensation	24,002	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	30,483	-	**571,893**	545,427	(26,466)
	674,747	1,077,127	1,077,127	1,077,127	1,077,127	1,077,127	1,116,915	1,106,968	1,087,074	1,077,127	1,077,127	767,222	3,298,844	**15,591,658**	**14,499,707**	**(1,091,951)**
Books and Supplies																
4100 Textbooks and Core Curricula Mate	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	-	**159,513**	147,492	(12,021)
4302 School Supplies	171,231	969,988	702,079	349,097	269,494	359,953	489,175	391,345	1,718,941	1,433,228	1,274,308	1,411,895	-	**9,540,733**	8,821,760	(718,973)
4305 Software	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	-	**2,867,409**	2,651,326	(216,083)
4310 Office Expense	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	-	**156,203**	144,432	(11,771)
4311 Business Meals	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	-	**13,899**	12,852	(1,047)
4400 Noncapitalized Equipment	38,916	220,452	159,563	79,340	61,249	81,808	111,176	88,942	390,668	325,734	289,615	320,885	-	**2,168,348**	2,004,945	(163,403)
	476,566	1,456,858	1,128,061	694,856	597,161	708,179	866,770	746,705	2,376,028	2,025,380	1,830,342	1,999,199	-	**14,906,106**	**13,782,807**	**(1,123,299)**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 6385.71

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	-	**2,765,547**	2,557,140	(208,407)
5105 Security	331	331	331	331	331	331	331	331	331	331	331	331	-	**3,971**	3,672	(299)
5106 Other Educational Consultants	140,840	797,825	577,467	287,136	221,662	296,065	402,352	321,885	1,413,848	1,178,845	1,048,132	1,161,299	-	**7,847,356**	7,618,793	(228,564)
	371,633	1,028,618	808,261	517,929	452,455	526,858	633,145	552,678	1,644,641	1,409,639	1,278,925	1,392,092	-	**10,616,874**	**10,179,605**	**(437,270)**
Operations and Housekeeping																
5201 Auto and Travel	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	-	**113,953**	105,366	(8,587)
5300 Dues & Memberships	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	-	**42,581**	39,372	(3,209)
5400 Insurance	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	-	**799,360**	739,122	(60,238)
5501 Utilities	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	-	**35,631**	32,946	(2,685)
5900 Communications	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	-	**129,618**	119,850	(9,768)
5901 Postage and Shipping	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	-	**21,732**	20,094	(1,638)
	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	-	**1,142,875**	**1,056,750**	**(86,125)**
Facilities, Repairs and Other Leases																
5601 Rent	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	-	**557,191**	515,202	(41,989)
5604 Other Leases	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	-	**22,614**	20,910	(1,704)
5610 Repairs and Maintenance	377	377	377	377	377	377	377	377	377	377	377	377	-	**4,523**	4,182	(341)
	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	-	**584,328**	**540,294**	**(44,034)**
Professional/Consulting Services																
5801 IT	901	901	901	901	901	901	901	901	901	901	901	901	-	**10,811**	9,996	(815)
5802 Audit & Taxes	-	-	-	4,693	4,693	4,693	-	-	-	-	-	-	-	**14,078**	13,668	(410)
5803 Legal	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	-	**156,014**	151,470	(4,544)
5804 Professional Development	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	-	**145,944**	134,946	(10,998)
5805 General Consulting	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	-	**27,358**	25,296	(2,062)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	578,226	578,226	578,226	-	-	-	**1,734,679**	1,603,956	(130,722)
5807 Bank Charges	441	441	441	441	441	441	441	441	441	441	441	441	-	**5,295**	4,896	(399)
5808 Printing	340	340	340	340	340	340	340	340	340	340	340	340	-	**4,082**	3,774	(308)
5809 Other taxes and fees	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	-	**27,027**	24,990	(2,037)
5810 Payroll Service Fee	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	-	**110,313**	102,000	(8,313)
5811 Management Fee	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	-	**1,583,491**	1,464,162	(119,329)
5812 District Oversight Fee	-	36,908	38,056	68,939	65,898	65,898	68,939	65,898	74,199	76,356	72,859	72,859	76,052	**782,862**	723,935	(58,927)
5813 County Fees	-	-	-	276	-	-	276	-	-	276	-	-	276	**1,103**	1,020	(83)
5815 Public Relations/Recruitment	429	429	429	429	429	429	429	429	429	429	429	429	-	**5,148**	4,998	(150)
	172,957	209,865	211,013	246,864	243,548	243,548	242,172	817,081	825,382	827,815	245,816	245,816	76,328	**4,608,203**	**4,269,107**	**(339,096)**
Depreciation																
6900 Depreciation Expense	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**	29,478	(884)
	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**	**29,478**	**(884)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses	**3,438,962**	**7,375,298**	**6,827,291**	**6,139,607**	**5,973,121**	**6,158,542**	**6,461,831**	**6,826,263**	**9,535,954**	**8,942,790**	**8,035,039**	**6,584,160**	**3,307,743**	**85,606,602**	**80,399,019**	**(5,207,583)**
Monthly Surplus (Deficit)	**(3,438,962)**	**(3,363,588)**	**(2,520,856)**	**1,331,964**	**4,754,774**	**1,329,258**	**1,407,250**	**341,226**	**(1,358,547)**	**1,037,343**	**(171,496)**	**1,293,195**	**6,397,755**	**7,039,315**	**6,392,684**	**646,631**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 6385.71

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(3,438,962)	(3,363,588)	(2,520,856)	1,331,964	4,754,774	1,329,258	1,407,250	341,226	(1,358,547)	1,037,343	(171,496)	1,293,195	6,397,755	**7,039,315**		
Cash flows from operating activities																
Depreciation/Amortization	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**		
Public Funding Receivables	12,648,111	-	3,781,606	-	-	825,995	1,055,830	-	-	-	-	-	(9,705,497)	**8,606,044**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(3,191,358)	-	-	-	-	-	-	-	-	-	-	-	3,307,743	**116,385**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(464,855)	-	-	(464,855)	-	-	(464,855)	-	(464,855)	-	**(1,859,419)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	6,020,321	(3,361,058)	1,263,280	869,639	4,757,305	2,157,783	2,000,755	343,756	(1,356,017)	575,019	(168,966)	830,871				
Cash, Beginning of Month	20,970,921	26,991,242	23,630,184	24,893,463	25,763,103	30,520,407	32,678,191	34,678,946	35,022,703	33,666,686	34,241,704	34,072,738				
Cash, End of Month	**26,991,242**	**23,630,184**	**24,893,463**	**25,763,103**	**30,520,407**	**32,678,191**	**34,678,946**	**35,022,703**	**33,666,686**	**34,241,704**	**34,072,738**	**34,903,609**				

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 6385.71	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	3,875,375	3,875,375	6,975,674	6,975,674	6,975,674	6,975,674	6,975,674	7,363,212	7,363,212	7,363,212	7,363,212	7,363,212	**79,445,181**	75,095,183	4,349,998
8012 Education Protection Account	-	-	-	304,081	-	-	304,081	-	-	349,693	-	-	351,214	**1,309,070**	1,277,141	31,929
8096 In Lieu of Property Taxes	-	117,702	235,405	156,937	156,937	156,937	156,937	156,937	274,639	137,319	137,319	137,319	137,319	**1,961,707**	1,913,860	47,847
	-	3,993,077	4,110,779	7,436,692	7,132,611	7,132,611	7,436,692	7,132,611	7,637,851	7,850,225	7,500,531	7,500,531	7,851,745	**82,715,957**	**78,286,185**	**4,429,773**
Federal Revenue																
8181 Special Education - Entitlement	-	45,817	45,817	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	**916,349**	893,999	22,350
8290 Title I, Part A - Basic Low Income	-	-	155,913	-	-	155,913	-	-	155,913	-	-	-	155,913	**623,654**	608,442	15,211
8291 Title II, Part A - Teacher Quality	-	-	28,478	-	-	28,478	-	-	28,478	-	-	-	28,478	**113,912**	111,134	2,778
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,813	345	**14,158**	13,813	345
	-	45,817	230,209	82,471	82,471	266,863	82,471	82,471	266,863	82,471	82,471	96,284	267,208	**1,668,073**	**1,627,388**	**40,685**
Other State Revenue																
8311 State Special Education	-	283,122	283,122	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	**5,662,447**	5,524,338	138,108
8550 Mandated Cost	-	-	-	-	-	140,417	-	-	-	-	-	-	13,748	**154,165**	140,417	13,748
8560 State Lottery	-	-	-	-	-	-	407,448	-	-	407,448	-	-	814,896	**1,629,792**	1,590,041	39,751
8599 Other State Revenue	-	-	-	-	3,595,101	-	-	-	-	1,382,731	-	-	553,092	**5,530,924**	5,477,548	53,376
	-	283,122	283,122	509,620	4,104,721	650,037	917,068	509,620	509,620	2,299,799	509,620	509,620	1,891,356	**12,977,327**	12,732,344	244,983
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	**-**	**4,322,017**	**4,624,111**	**8,028,784**	**11,319,803**	**8,049,511**	**8,436,232**	**7,724,703**	**8,414,334**	**10,232,495**	**8,092,623**	**8,106,436**	#########	**97,361,357**	**92,645,917**	**4,715,440**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	872,032	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	1,149,697	-	**24,910,329**	23,746,500	(1,163,829)
1175 Teachers' Extra Duty/Stipends	4,429	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	137,604	-	**2,849,822**	2,761,667	(88,155)
1200 Pupil Support Salaries	138,277	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	153,845	-	**3,218,647**	3,124,900	(93,747)
1300 Administrators' Salaries	237,587	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	237,587	-	**2,911,520**	2,665,038	(246,481)
1900 Other Certificated Salaries	40,986	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	43,359	-	**951,519**	923,804	(27,714)
	1,293,310	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	1,722,091	-	**34,841,836**	**33,221,911**	**(1,619,926)**
Classified Salaries																
2100 Instructional Salaries	-	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	16,772	-	**352,211**	341,953	(10,259)
2200 Support Salaries	144,323	154,485	154,485	154,485	154,485	154,485	154,485	154,485	154,485	154,485	154,485	149,404	(69,452)	**1,769,124**	1,717,597	(51,528)
2300 Classified Administrators' Salaries	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	-	**599,994**	582,519	(17,476)
2400 Clerical and Office Staff Salaries	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	-	**1,984,609**	1,926,805	(57,804)
2900 Other Classified Salaries	20,878	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	25,399	-	**345,474**	335,412	(10,062)
	380,584	433,332	433,332	433,332	433,332	433,332	433,332	433,332	433,332	433,332	433,332	406,958	(69,452)	**5,051,414**	**4,904,285**	**(147,129)**
Benefits																
3101 STRS	247,022	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	328,919	3,464,735	**10,119,526**	9,644,229	(475,297)
3301 OASDI	23,944	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	25,175	-	**313,188**	304,066	(9,122)
3311 Medicare	24,277	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	30,833	-	**578,452**	552,830	(25,622)
3401 Health and Welfare	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	-	**4,831,530**	4,319,700	(511,830)
3501 State Unemployment	10,094	10,094	10,094	10,094	10,094	10,094	50,470	40,376	20,188	10,094	10,094	10,094	-	**201,880**	198,940	(2,940)
3601 Workers' Compensation	25,114	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	31,896	-	**598,399**	571,893	(26,506)
	733,079	1,153,486	1,153,486	1,153,486	1,153,486	1,153,486	1,193,862	1,183,768	1,163,580	1,153,486	1,153,486	829,545	3,464,735	**16,642,974**	**15,591,658**	**(1,051,317)**
Books and Supplies																
4100 Textbooks and Core Curricula Mate	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	-	**168,405**	159,513	(8,893)
4302 School Supplies	180,777	1,024,064	741,220	368,559	284,518	380,020	516,446	413,162	1,814,772	1,513,130	1,345,350	1,490,608	-	**10,072,629**	9,540,733	(531,896)
4305 Software	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	-	**3,027,267**	2,867,409	(159,858)
4310 Office Expense	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	-	**164,912**	156,203	(8,708)
4311 Business Meals	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	-	**14,674**	13,899	(775)
4400 Noncapitalized Equipment	41,086	232,742	168,459	83,763	64,663	86,368	117,374	93,900	412,448	343,893	305,761	338,775	-	**2,289,234**	2,168,348	(120,885)
	503,135	1,538,078	1,190,950	733,594	630,453	747,660	915,092	788,334	2,508,492	2,138,295	1,932,383	2,110,654	-	**15,737,121**	**14,906,106**	**(831,015)**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	-	**2,919,726**	2,765,547	(154,179)
5105 Security	349	349	349	349	349	349	349	349	349	349	349	349	-	**4,193**	3,971	(221)
5106 Other Educational Consultants	145,065	821,760	594,791	295,750	228,312	304,947	414,422	331,542	1,456,263	1,214,211	1,079,576	1,196,138	-	**8,082,777**	7,847,356	(235,421)
	388,725	1,065,420	838,451	539,410	471,972	548,607	658,082	575,202	1,699,923	1,457,871	1,323,236	1,439,798	-	**11,006,696**	**10,616,874**	**(389,821)**
Operations and Housekeeping																
5201 Auto and Travel	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	-	**120,306**	113,953	(6,353)
5300 Dues & Memberships	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	-	**44,955**	42,581	(2,374)
5400 Insurance	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	-	**843,924**	799,360	(44,564)
5501 Utilities	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	-	**37,618**	35,631	(1,986)
5900 Communications	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	-	**136,844**	129,618	(7,226)
5901 Postage and Shipping	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	-	**22,943**	21,732	(1,212)
	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	-	**1,206,590**	**1,142,875**	**(63,715)**
Facilities, Repairs and Other Leases																
5601 Rent	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	-	**588,254**	557,191	(31,063)
5604 Other Leases	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	-	**23,875**	22,614	(1,261)
5610 Repairs and Maintenance	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,775**	4,523	(252)
	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	-	**616,904**	**584,328**	**(32,576)**
Professional/Consulting Services																
5801 IT	951	951	951	951	951	951	951	951	951	951	951	951	-	**11,413**	10,811	(603)
5802 Audit & Taxes	-	-	-	4,833	4,833	4,833	-	-	-	-	-	-	-	**14,500**	14,078	(422)
5803 Legal	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	-	**160,695**	156,014	(4,680)
5804 Professional Development	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	-	**154,080**	145,944	(8,136)
5805 General Consulting	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	-	**28,883**	27,358	(1,525)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	610,462	610,462	610,462	-	-	-	**1,831,387**	1,734,679	(96,708)
5807 Bank Charges	466	466	466	466	466	466	466	466	466	466	466	466	-	**5,590**	5,295	(295)
5808 Printing	359	359	359	359	359	359	359	359	359	359	359	359	-	**4,309**	4,082	(228)
5809 Other taxes and fees	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	-	**28,533**	27,027	(1,507)
5810 Payroll Service Fee	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	-	**116,463**	110,313	(6,150)
5811 Management Fee	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	-	**1,671,770**	1,583,491	(88,280)
5812 District Oversight Fee	-	39,931	41,108	74,367	71,326	71,326	74,367	71,326	76,379	78,502	75,005	75,005	78,517	**827,160**	782,862	(44,298)
5813 County Fees	-	-	-	291	-	-	291	-	-	291	-	-	291	**1,165**	1,103	(61)
5815 Public Relations/Recruitment	442	442	442	442	442	442	442	442	442	442	442	442	-	**5,302**	5,148	(154)
	182,253	222,184	223,361	261,745	258,413	258,413	256,911	864,042	869,094	871,509	257,259	257,259	78,809	**4,861,251**	**4,608,203**	**(253,048)**
Depreciation																
6900 Depreciation Expense	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**	30,362	(911)
	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**	**30,362**	**(911)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**3,635,649**	**7,749,708**	**7,176,789**	**6,458,775**	**6,284,864**	**6,478,706**	**6,794,488**	**7,181,886**	**10,011,629**	**9,391,701**	**8,436,904**	**6,920,869**	**3,474,092**	**89,996,061**	**85,606,602**	**(4,389,458)**
Monthly Surplus (Deficit)	**(3,635,649)**	**(3,427,691)**	**(2,552,678)**	**1,570,008**	**5,034,939**	**1,570,804**	**1,641,744**	**542,817**	**(1,597,295)**	**840,794**	**(344,281)**	**1,185,567**	**6,536,218**	**7,365,297**	**7,039,315**	**325,982**

FY24-25 Pacific Coast Academy Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(3,635,649)	(3,427,691)	(2,552,678)	1,570,008	5,034,939	1,570,804	1,641,744	542,817	(1,597,295)	840,794	(344,281)	1,185,567	6,536,218	**7,365,297**		
Cash flows from operating activities																
Depreciation/Amortization	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**		
Public Funding Receivables	7,605,178	-	795,020	-	-	-	1,305,299	-	-	-	-	-	#########	**(304,812)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(3,307,743)	-	-	-	-	-	-	-	-	-	-	-	3,474,092	**166,349**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(438,626)	-	-	(438,626)	-	-	(438,626)	-	(438,626)	-	**(1,754,506)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	664,392	(3,425,085)	(1,755,052)	1,133,988	5,037,545	1,573,411	2,511,023	545,423	(1,594,689)	404,774	(341,675)	749,547				
Cash, Beginning of Month	34,903,609	35,568,001	32,142,915	30,387,864	31,521,852	36,559,397	38,132,808	40,643,831	41,189,253	39,594,564	39,999,338	39,657,663				
Cash, End of Month	**35,568,001**	**32,142,915**	**30,387,864**	**31,521,852**	**36,559,397**	**38,132,808**	**40,643,831**	**41,189,253**	**39,594,564**	**39,999,338**	**39,657,663**	**40,407,210**				

Coversheet

Monthly Financial Report

Section: II. Finance
Item: E. Monthly Financial Report
Purpose: Vote
Submitted by:
Related Material: PCA_FY24_05_Monthly Financial Package.pdf

CHARTER IMPACT

Pacific Coast Academy

May Financial Update – FY23/24

Highlights

Highlights

- P2 ADA locked at **5,600**
- Revenue increased **$225K**
- Expenses decreased **$120K**
- Projected surplus for year-end is **$4.5M**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

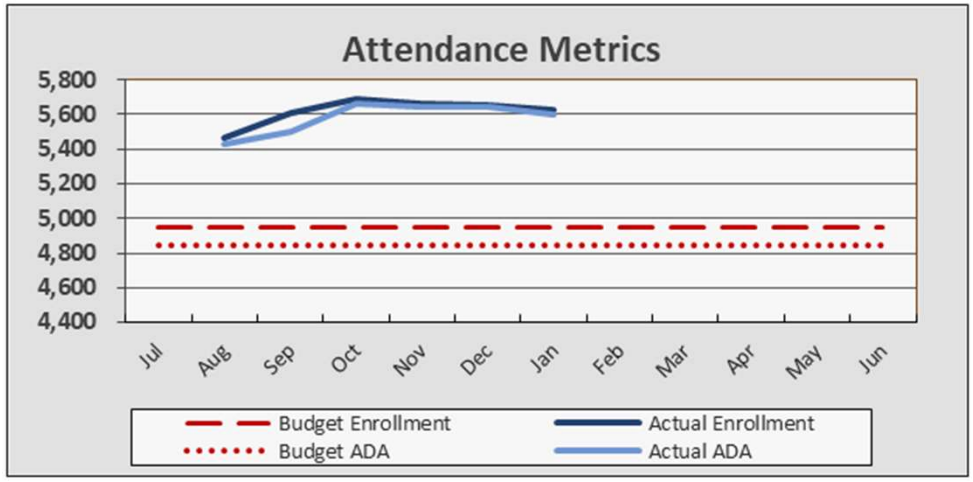
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio	
22.14	:1

Cert.	Instr.
52.5%	84.1%
10,304,112	3,366,787

Attendance

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	5,623	5,623	4,948
ADA	5,600	5,600	4,847
Attendance Rate	99.6%	99.6%	98.0%
Unduplicated %	38.8%	38.8%	38.4%
Revenue per ADA		$14,769	$13,761
Expenses per ADA		$13,954	$12,934



- P2 ADA locked at **5,600**, +**16%** to original budget

Revenue

- Revenue increased **$225K** (**<0.5%**) to prior projection, due to:
  - SPED ERMHS: **+$210K**
  - STRS on Behalf: **+$50K**
  - PY Adjustments: **-$50K**

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 57,451,508	$ 46,628,983	$ 10,822,524	$ 65,882,767	$ 56,891,096	$ 8,991,671
Federal Revenue	5,871,510	3,086,403	2,785,108	6,760,153	3,830,383	2,929,771
Other State Revenue	6,119,755	4,542,409	1,577,346	9,994,541	5,976,763	4,017,778
Other Local Revenue	72,109	-	72,109	72,109	-	72,109
Total Revenue	**$ 69,514,882**	**$ 54,257,795**	**$ 15,257,087**	**$ 82,709,570**	**$ 66,698,242**	**$ 16,011,329**

Expenses

- Expenses decreased **$120K** from prior forecast, driven by:
  - Staffing Updates: **+$245K**
  - Software: **-$220K** (reimbursements from CPA/MVA)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 26,028,285	$ 25,501,230	$ (527,054)	$ 30,073,657	$ 26,018,918	$ (4,054,740)
Classified Salaries	4,327,131	3,989,034	(338,096)	5,033,331	4,320,498	(712,833)
Benefits	9,285,662	9,654,197	368,535	12,641,540	10,103,174	(2,538,365)
Books and Supplies	9,962,997	9,733,810	(229,187)	12,525,334	11,342,588	(1,182,746)
Subagreement Services	14,041,882	6,514,338	(7,527,544)	12,139,985	7,518,521	(4,621,464)
Operations	828,870	585,017	(243,853)	883,903	638,200	(245,703)
Facilities	452,900	375,192	(77,709)	492,317	409,300	(83,017)
Professional Services	2,898,587	2,061,217	(837,371)	4,324,726	2,324,194	(2,000,532)
Depreciation	27,790	16,592	(11,198)	29,531	18,100	(11,431)
Interest	-	-	-	-	-	-
Total Expenses	**$ 67,854,104**	**$ 58,430,625**	**$ (9,423,479)**	**$ 78,144,325**	**$ 62,693,493**	**$ (15,450,832)**

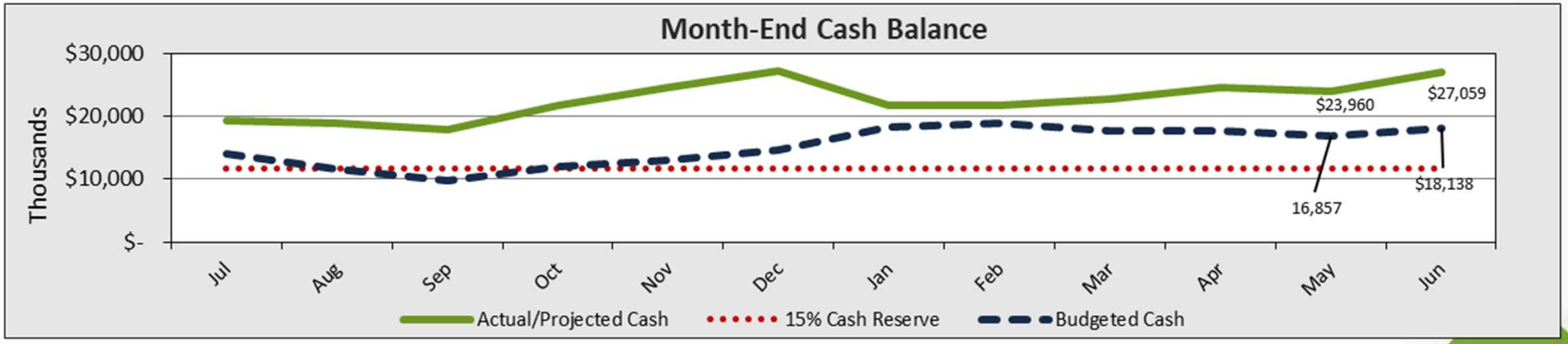
Fund Balance

- Projected year-end surplus increased by **$345K**
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ 1,660,778**	**$ (4,172,830)**	**$ 5,833,608**	**$ 4,565,245**	**$ 4,004,749**	**$ 560,497**
Beginning Fund Balance	12,405,781	12,405,781		12,405,781	12,405,781	
Ending Fund Balance	**$ 14,066,560**	**$ 8,232,951**		**$ 16,971,027**	**$ 16,410,530**	
As a % of Annual Expenses	*18.0%*	*13.1%*		*21.7%*	*26.2%*	

Cash Balance

- 5/31 cash balance: **$24.0M**
- 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 6/18/2024

ADA = 5600.30

CHARTER IMPACT

		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																ADA = 4847.03	
State Aid - Revenue Limit																	
8011	LCFF State Aid	2,746,238	2,746,238	4,943,229	4,943,229	4,943,229	4,943,229	4,943,229	6,488,194	6,272,484	6,488,194	6,488,194	6,488,194	729,055	**63,162,936**	54,768,097	8,394,839
8012	Education Protection Account	-	-	213,096	29,256	-	242,351	-	-	344,479	-	-	-	290,878	**1,120,060**	969,406	150,654
8019	State Aid - Prior Year	-	-	-	0	-	-	-	(15,730)	(15,774)	(15,730)	(15,730)	(15,730)	-	**(78,694)**	-	(78,694)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	739,603	-	-	-	-	152,903	785,959	**1,678,465**	1,153,593	524,872
		2,746,238	2,746,238	5,156,325	4,972,485	4,943,229	5,185,580	5,682,832	6,472,464	6,601,189	6,472,464	6,472,464	6,625,367	1,805,892	**65,882,767**	**56,891,096**	**8,991,671**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	143,748	584,292	**728,039**	605,879	122,160
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	404,171	-	-	174,913	-	-	(14,410)	**564,674**	627,306	(62,632)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	43,805	-	60,375	-	-	106	**104,286**	107,002	(2,716)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	7,781	-	5,777	(2,040)	**11,518**	16,497	(4,979)
8296	Other Federal Revenue	-	1,137,810	-	3,703,025	8	(8)	1,039	325,967	-	77	1,345	-	$171,171	**5,340,434**	2,473,699	2,866,735
8299	Prior Year Federal Revenue	2,018,620	-	-	(2,018,551)	-	5,549	5,584	-	-	-	-	-	-	**11,202**	-	11,202
		2,018,620	1,137,810	-	1,684,474	8	5,541	410,794	369,772	-	243,146	1,345	149,524	739,119	**6,760,153**	**3,830,383**	**2,929,771**
Other State Revenue																	
8311	State Special Education	207,658	207,658	373,784	373,784	373,784	373,784	373,784	490,245	490,245	490,245	490,245	412,524	241,962	**4,899,702**	4,301,254	598,448
8550	Mandated Cost	-	-	-	-	117,344	-	-	-	-	-	-	-	-	**117,344**	115,883	1,461
8560	State Lottery	-	-	-	-	-	-	444,753	-	397,227	-	-	-	552,495	**1,394,475**	1,148,746	245,729
8598	Prior Year Revenue	-	-	-	3,842	12,923	3,000	140,165	-	-	-	-	-	-	**159,930**	-	159,930
8599	Other State Revenue	501	8,521	198,268	33,032	3,303	29,501	1,907	49,164	292,682	69,914	68,491	25,201	2,642,603	**3,423,089**	410,880	3,012,210
		208,159	216,179	572,052	410,659	507,355	406,285	960,608	539,409	1,180,154	560,159	558,736	437,726	3,437,060	**9,994,541**	**5,976,763**	**4,017,778**
Other Local Revenue																	
8660	Interest Revenue	8,320	-	-	16,843	-	-	21,073	-	15,725	10,147	-	-	-	**72,107**	-	72,107
8980	Contributions, Unrestricted	-	-	2	-	-	-	-	-	-	-	-	-	-	**2**	-	2
		8,320	774	8,271	19,357	7,079	7,842	23,107	2,912	(15,698)	10,147	-	-	-	**72,109**	**-**	**72,109**
Total Revenue		**4,981,336**	**4,101,001**	**5,736,648**	**7,086,974**	**5,457,671**	**5,605,248**	**7,077,340**	**7,384,557**	**7,765,645**	**7,285,916**	**7,032,545**	**7,212,617**	**5,982,071**	**82,709,570**	**66,698,242**	**16,011,329**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	356,189	1,599,209	1,597,590	1,601,796	1,601,796	1,601,796	1,935,329	1,630,545	1,644,323	1,642,038	1,631,498	987,350	-	**17,829,459**	17,612,692	(216,767)
1175	Teachers' Extra Duty/Stipends	54,088	265,930	278,110	278,432	278,432	278,432	367,992	299,535	305,658	309,857	352,636	120,478	2,483,309	**5,672,891**	2,530,029	(3,142,861)
1200	Pupil Support Salaries	68,625	259,378	252,925	257,994	257,994	257,994	254,978	272,562	263,031	255,521	257,871	174,091	-	**2,832,965**	2,347,912	(485,053)
1300	Administrators' Salaries	208,306	226,927	215,511	215,589	215,589	215,589	291,379	277,844	167,258	219,441	222,273	222,273	-	**2,697,978**	2,553,803	(144,175)
1900	Other Certificated Salaries	19,476	127,629	127,561	127,877	127,877	127,877	(57,426)	101,150	91,996	91,648	96,828	57,872	-	**1,040,364**	974,482	(65,882)
		706,685	2,479,074	2,471,697	2,481,688	2,481,688	2,481,688	2,792,251	2,581,636	2,472,267	2,518,505	2,561,106	1,562,063	2,483,309	**30,073,657**	**26,018,918**	**(4,054,740)**
Classified Salaries																	
2100	Instructional Salaries	-	24,201	24,234	25,214	25,214	25,214	15,051	24,915	26,099	26,465	28,363	8,882	20,000	**273,853**	465,864	192,011
2200	Support Salaries	112,134	143,832	137,574	148,549	148,549	148,549	68,912	138,444	123,838	145,371	140,027	120,689	140,000	**1,716,470**	1,515,846	(200,624)
2300	Classified Administrators' Salaries	46,048	46,048	46,048	46,048	46,048	46,048	49,048	52,783	44,645	48,549	48,714	48,714	25,000	**593,743**	546,970	(46,774)
2400	Clerical and Office Staff Salaries	133,695	154,681	160,478	162,336	162,336	162,336	139,904	158,314	158,773	174,184	185,962	149,895	140,000	**2,042,895**	1,602,952	(439,943)
2900	Other Classified Salaries	23,601	36,171	35,821	38,853	38,853	38,853	12,208	34,313	28,558	31,596	34,522	23,020	30,000	**406,369**	188,865	(217,504)
		315,478	404,934	404,156	421,001	421,001	421,001	285,123	408,770	381,913	426,165	437,588	351,201	355,000	**5,033,331**	**4,320,498**	**(712,833)**
Benefits																	
3101	STRS	130,043	450,729	451,057	453,431	409,168	453,431	502,929	455,919	462,006	463,180	467,221	264,847	2,841,268	**7,805,229**	4,969,613	(2,835,616)
3301	OASDI	19,051	24,753	24,693	25,749	25,749	25,749	15,388	24,526	22,920	25,790	27,234	18,727	-	**280,328**	267,871	(12,457)
3311	Medicare	14,240	40,626	40,488	40,900	40,900	40,900	43,405	42,176	40,221	41,722	42,254	24,517	-	**452,347**	439,922	(12,425)
3401	Health and Welfare	208,586	302,470	274,931	295,132	281,424	289,598	42,250	502,362	271,587	285,081	296,191	204,640	-	**3,254,250**	3,415,682	161,432
3501	State Unemployment	1,457	3,467	939	1,663	1,663	1,663	75,628	1,365	(2,904)	1,062	(167)	1,879	-	**87,715**	196,490	108,775
3601	Workers' Compensation	41,345	13,782	20,071	81,352	13,782	23,043	13,782	13,782	13,781	13,975	-	-	-	**248,695**	424,752	176,057
3901	Other Benefits	-	-	-	-	-	-	-	512,976	-	-	-	-	-	**512,976**	388,845	(124,131)
		414,721	835,826	812,180	898,225	772,685	834,382	693,383	1,553,106	807,611	830,810	832,733	514,610	2,841,268	**12,641,540**	**10,103,174**	**(2,538,365)**

Pacific Coast Academy

Monthly Cash Flow/Forecast FY23-24

Revised 6/18/2024

ADA = 5600.30

		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	4,438	1,474	7,984	3,393	4,657	7,850	-	**118,040**	81,600	(36,440)
4302	School Supplies	171,082	969,143	701,467	348,793	269,259	359,640	488,749	410,456	1,797,983	873,465	489,608	1,637,850	-	**8,517,495**	8,090,959	(426,536)
4305	Software	398,548	414,084	356,841	124,738	37,943	206,620	40,546	110,290	25,129	92,051	(178,510)	140,717	-	**1,768,995**	1,461,500	(307,495)
4310	Office Expense	11,157	9,220	17,637	7,263	32,097	1,056	1,993	4,915	7,845	4,367	14,199	9,783	-	**121,533**	101,600	(19,933)
4311	Business Meals	423	3,801	210	780	889	520	3,944	1,674	806	19,493	964	192	-	**33,696**	2,000	(31,696)
4400	Noncapitalized Equipment	4,801	838	15,693	264,164	221,780	533,271	(72,854)	3,173	60,642	18,985	149,139	765,945	-	**1,965,576**	1,604,929	(360,646)
		637,027	1,405,575	1,105,760	756,165	564,993	1,102,483	466,816	531,980	1,900,388	1,011,754	480,057	2,562,337	-	**12,525,334**	**11,342,588**	**(1,182,746)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	8	-	**8**	100	92
5102	Special Education	3,533	7,946	127,829	160,139	267,048	321,975	169,805	269,337	209,681	229,748	350,852	190,707	-	**2,308,600**	1,998,100	(310,500)
5105	Security	520	150	260	390	280	280	280	280	280	280	280	217	-	**3,498**	2,300	(1,198)
5106	Other Educational Consultants	3,549	97,990	1,870,304	934,347	740,772	602,488	875,455	2,120,541	1,545,805	1,227,786	1,901,670	(2,092,829)	-	**9,827,879**	5,518,021	(4,309,858)
		7,602	106,086	1,998,393	1,094,877	1,008,100	924,743	1,045,540	2,390,157	1,755,767	1,457,814	2,252,802	(1,901,896)	-	**12,139,985**	**7,518,521**	**(4,621,464)**
Operations and Housekeeping																	
5201	Auto and Travel	-	3,164	16,311	7,963	19,503	8,939	10,805	13,910	12,712	34,214	22,504	5,517	-	**155,543**	57,300	(98,243)
5300	Dues & Memberships	-	15,129	2,026	-	3,770	-	-	-	224	385	129	2,867	-	**24,530**	29,800	5,270
5400	Insurance	123,638	41,212	41,344	41,344	41,344	41,344	41,343	41,344	41,343	41,343	79	41,250	-	**536,928**	495,000	(41,928)
5501	Utilities	-	2,699	2,653	11,642	1,672	1,394	1,548	1,537	1,367	1,118	1,050	1,575	-	**28,257**	16,400	(11,857)
5900	Communications	13,445	-	2,205	10,355	18,325	49,029	4,389	4,821	6,061	8,072	6,810	1,833	-	**125,345**	19,000	(106,345)
5901	Postage and Shipping	447	842	3,469	1,761	79	249	1,234	898	542	477	1,312	1,992	-	**13,300**	20,700	7,400
		137,529	63,046	68,009	73,065	84,693	100,955	59,320	62,510	62,250	85,609	31,884	55,033	-	**883,903**	**638,200**	**(245,703)**
Facilities, Repairs and Other Leases																	
5601	Rent	34,083	42,382	37,274	38,753	38,677	38,943	40,818	37,663	20,938	31,517	37,060	38,133	-	**436,241**	396,000	(40,241)
5602	Additional Rent	-	-	-	-	-	-	-	-	23,803	2,989	2,988	-	-	**29,780**	-	(29,780)
5604	Other Leases	125	125	1,659	258	4,319	1,333	5,446	2,878	2,100	1,095	808	1,100	-	**21,245**	11,400	(9,845)
5610	Repairs and Maintenance	49	427	1,702	(1,151)	542	751	530	889	140	742	246	183	-	**5,050**	1,900	(3,150)
		34,257	42,934	40,635	37,860	43,538	41,027	46,794	41,430	46,981	36,343	41,102	39,417	-	**492,317**	**409,300**	**(83,017)**
Professional/Consulting Services																	
5801	IT	30	1,462	30	1,796	1,588	-	464	47	2,949	30	30	708	-	**9,134**	7,300	(1,834)
5802	Audit & Taxes	-	-	975	-	8,750	2,500	-	-	220,949	1,250	1,200	-	-	**235,624**	9,688	(225,936)
5803	Legal	-	3,857	7,026	9,442	21,367	5,202	14,743	1,523	10,538	28,161	2,355	14,858	-	**119,072**	154,400	35,328
5804	Professional Development	19,487	16,721	6,786	10,111	3,439	20,136	1,550	5,404	31,495	(5,929)	1,535	8,517	-	**119,252**	88,500	(30,752)
5805	General Consulting	-	530	284	-	6,090	4,835	2,335	1,002	1,524	-	4,304	1,717	-	**22,620**	17,900	(4,720)
5806	Special Activities/Field Trips	25,592	179,793	196,620	180,132	30,951	23,203	40,114	36,128	11,026	61,144	47,484	696,593	-	**1,528,781**	213,676	(1,315,105)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	-	875	-	**875**	9,100	8,225
5808	Printing	2,949	-	-	-	50	-	-	712	241	658	2,703	75	-	**7,387**	800	(6,587)
5809	Other taxes and fees	-	2,330	2,269	3,237	143	161	3,786	547	169	2,854	2,709	2,100	-	**20,305**	21,800	1,495
5810	Payroll Service Fee	1,866	1,866	1,866	1,866	1,866	1,866	53,674	10,335	16,718	12,042	13,142	5,283	-	**122,390**	54,800	(67,590)
5811	Management Fee	97,268	97,418	97,268	97,343	97,343	119,793	119,793	119,793	119,793	153,395	153,395	116,475	8,619	**1,397,695**	1,167,219	(230,476)
5812	District Oversight Fee	27,462	27,462	51,563	-	-	-	-	-	-	-	-	66,254	486,086	**658,828**	568,911	(89,917)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	475	**475**	1,600	1,125
5814	SPED Encroachment	3,029	3,029	5,453	-	10,906	5,453	5,453	7,157	7,157	7,157	7,157	16,688	-	**78,639**	-	(78,639)
5815	Public Relations/Recruitment	-	-	-	-	-	432	-	-	1,200	1,200	-	817	-	**3,649**	8,500	4,851
		177,684	334,468	370,140	303,927	182,493	183,580	241,913	182,647	423,759	261,962	236,014	930,959	495,180	**4,324,726**	**2,324,194**	**(2,000,532)**
Depreciation																	
6900	Depreciation Expense	2,355	2,355	2,869	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,527	1,742	-	**29,531**	18,100	(11,431)
		2,355	2,355	2,869	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,527	1,742	-	**29,531**	**18,100**	**(11,431)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**2,433,336**	**5,674,299**	**7,273,840**	**6,069,334**	**5,561,717**	**6,092,386**	**5,633,665**	**7,754,764**	**7,853,462**	**6,631,488**	**6,875,813**	**4,115,465**	**6,174,757**	**78,144,325**	**62,693,493**	**(15,450,832)**
Monthly Surplus (Deficit)		**2,548,000**	**(1,573,298)**	**(1,537,191)**	**1,017,640**	**(104,046)**	**(487,138)**	**1,443,675**	**(370,207)**	**(87,817)**	**654,428**	**156,732**	**3,097,152**	**(192,686)**	**4,565,245**	**4,004,749**	**560,497**

Pacific Coast Academy

Monthly Cash Flow/Forecast FY23-24

Revised 6/18/2024

ADA = 5600.30

	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
Cash Flow Adjustments														
Monthly Surplus (Deficit)	2,548,000	(1,573,298)	(1,537,191)	1,017,640	(104,046)	(487,138)	1,443,675	(370,207)	(87,817)	654,428	156,732	3,097,152	(192,686)	**4,565,245**
Cash flows from operating activities														
Depreciation/Amortization	2,355	2,355	2,355	2,355	3,041	2,698	2,526	2,526	2,526	2,526	2,526	1,742	-	**29,530**
Public Funding Receivables	245,954	-	585,756	(527,945)	1,407,039	(368,331)	556,387	587,326	483,088	659,457	-	-	(5,982,071)	**(2,353,340)**
Grants and Contributions Rec.	250,759	-	-	-	-	(9,932)	6,480	-	-	-	-	-	-	**247,307**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	348,750	(476,269)	(126,390)	84,018	(8,577)	609,324	(556,586)	(32,725)	171,992	397,836	(668,270)	-	-	**(256,898)**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(627,133)	(143,715)	749,816	242,931	(868,248)	312,454	408,480	(843,638)	525,981	(27,086)	(248,338)	-	6,174,757	**5,656,260**
Accrued Expenses	(137,609)	1,793,816	(617,537)	2,324,227	2,500,618	2,568,596	(7,422,572)	577,951	(73,196)	67,894	20,933	-	-	**1,603,120**
Deferred Revenue	(501)	(8,521)	(126,316)	675,398	(3,303)	(35,042)	(1,179)	135,549	105,108	113,205	127,492	-	-	**981,889**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	(9,779)	172	(515)	(172)	-	-	(70,390)	(70,390)	-	-	-	**(151,074)**
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)	3,818,795	2,926,009	2,592,457	(5,562,788)	56,783	1,057,291	1,797,870	(608,925)	3,098,894		
Cash, Beginning of Month	16,736,837	19,367,411	18,961,780	17,882,492	21,701,287	24,627,296	27,219,753	21,656,965	21,713,747	22,771,039	24,568,909	23,959,984		
Cash, End of Month	**19,367,411**	**18,961,780**	**17,882,492**	**21,701,287**	**24,627,296**	**27,219,753**	**21,656,965**	**21,713,747**	**22,771,039**	**24,568,909**	**23,959,984**	**27,058,877**		

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
52.5%	84.1%
10,304,112	3,366,787

Pupil:Teacher Ratio
22.14 :1

Pacific Coast Academy
Budget vs Actual
For the period ended May 31, 2024

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 6,488,194	$ 4,929,129	$ 1,559,065	$ 55,945,687	$ 44,909,839	$ 11,035,848	$ 54,768,097
Economic Protection Account Funding	0	0	0	829,182	727,054	102,128	969,406
State Aid - Prior Year	(15,730)	0	(15,730)	(62,964)	0	(62,964)	0
In Lieu of Property Taxes	0	80,751	(80,751)	739,603	992,090	(252,488)	1,153,593
Total State Aid - Revenue Limit	6,472,464	5,009,880	1,462,584	57,451,508	46,628,983	10,822,525	56,891,096
Federal Revenue							
Federal Special Education - IDEA	0	54,529	(54,529)	0	496,821	(496,821)	605,879
Title I, Part A - Basic Low Income	0	0	0	579,084	627,306	(48,222)	627,306
Title II, Part A - Teacher Quality	0	0	0	104,180	107,002	(2,822)	107,002
Title III - Limited English	0	0	0	7,781	0	7,781	16,497
Other Federal Revenue	1,345	0	1,345	5,169,263	1,855,274	3,313,989	2,473,699
Federal - Prior Year Adjustments	0	0	0	11,202	0	11,202	0
Total Federal Revenue	1,345	54,529	(53,184)	5,871,510	3,086,403	2,785,107	3,830,383
Other State Revenue							
State Special Education - AB602	490,245	387,113	103,132	4,245,216	3,527,029	718,187	4,301,254
State - Mandated Cost Reimbursement	0	0	0	117,344	115,882	1,462	115,883
State - State Lottery	0	0	0	841,980	574,374	267,606	1,148,746
Prior Year Revenues	0	0	0	159,930	0	159,931	0
State - Other State Revenue	68,491	21,812	46,679	755,284	325,124	430,160	410,880
Total Other State Revenue	558,736	408,925	149,811	6,119,754	4,542,409	1,577,346	5,976,763
Other Local Revenue							
Interest Revenue	0	0	0	72,108	0	72,107	0
Contributions, Unrestricted	0	0	0	2	0	2	0
Total Other Local Revenue	0	0	0	72,110	0	72,109	0
Total Revenue	**7,032,545**	**5,473,334**	**1,559,211**	**69,514,882**	**54,257,795**	**15,257,087**	**66,698,242**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	1,631,498	1,590,052	41,446	16,842,109	17,490,577	(648,468)	17,612,692
Certificated Teachers' Extra Duties/Stipends	352,636	213,389	139,247	3,069,104	2,347,273	721,831	2,530,029
Certificated Pupil Support Salaries	257,871	213,446	44,425	2,658,874	2,347,912	310,962	2,347,912
Certificated Supervisors' and Administrators' Salaries	222,273	212,817	9,456	2,475,705	2,340,986	134,719	2,553,803
Other Certificated Salaries	96,828	88,590	8,238	982,492	974,482	8,010	974,482
Total Certificated Salaries	2,561,106	2,318,294	242,812	26,028,284	25,501,230	527,054	26,018,918
Classified Salaries							
Classified Instructional Salaries	28,363	41,018	(12,655)	244,972	451,205	(206,233)	465,864
Classified Support Salaries	140,027	126,722	13,305	1,455,781	1,393,941	61,839	1,515,846
Classified Supervisors' and Administrators' Salaries	48,714	45,581	3,133	520,028	501,389	18,640	546,970
Clerical, Technical, and Office Staff Salaries	185,962	133,579	52,382	1,753,000	1,469,373	283,627	1,602,952
Other Classified Salaries	34,522	15,739	18,783	353,349	173,126	180,223	188,865
Total Classified Salaries	437,588	362,639	74,948	4,327,130	3,989,034	338,096	4,320,497
Benefits							
State Teachers' Retirement System, certificated positions	467,221	442,794	24,428	4,699,115	4,870,735	(171,620)	4,969,614
OASDI/Medicare/Alternative, certificated positions	27,234	22,484	4,750	261,601	247,320	14,280	267,870
Medicare certificated positions	42,254	38,873	3,381	427,831	427,609	222	439,922
Health and Welfare Benefits, certificated positions	296,191	284,641	11,551	3,049,610	3,131,042	(81,431)	3,415,682
State Unemployment Insurance, certificated positions	(167)	9,824	(9,992)	85,836	186,666	(100,830)	196,490
Workers' Compensation Insurance, certificated positions	0	37,533	(37,533)	248,694	412,863	(164,169)	424,752
Other Benefits, certificated positions	0	34,360	(34,360)	512,976	377,962	135,014	388,845
Total Benefits	832,733	870,509	(37,775)	9,285,663	9,654,197	(368,534)	10,103,175
Books & Supplies							
Textbooks and Core Curricula Materials	4,657	6,800	(2,143)	110,190	74,800	35,390	81,600
School Supplies	489,608	1,108,308	(618,700)	6,879,644	6,862,987	16,657	8,090,958
Software	(178,510)	121,791	(300,302)	1,628,279	1,339,708	288,571	1,461,501
Office Expense	14,199	8,467	5,733	111,749	93,134	18,616	101,600
Business Meals	964	167	797	33,505	1,833	31,671	2,000
Noncapitalized Equipment	149,139	219,845	(70,706)	1,199,630	1,361,348	(161,718)	1,604,929
Total Books & Supplies	480,057	1,465,378	(985,321)	9,962,997	9,733,810	229,188	11,342,588
Subagreement Services							
Nursing	0	8	(8)	0	91	(92)	100
Special Education	350,852	166,508	184,344	2,117,893	1,831,592	286,301	1,998,100
Security	280	192	88	3,282	2,108	1,174	2,300
Other Educational Consultants	1,901,670	755,864	1,145,806	11,920,707	4,680,546	7,240,161	5,518,021
Total Subagreement Services	2,252,802	922,572	1,330,230	14,041,882	6,514,337	7,527,544	7,518,521

Pacific Coast Academy
Budget vs Actual
For the period ended May 31, 2024

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Professional/Consulting Services							
IT	30	608	(578)	8,427	6,692	1,734	7,300
Audit and Tax	1,200	0	1,200	235,623	9,688	225,936	9,688
Legal	2,355	12,867	(10,511)	104,214	141,533	(37,319)	154,400
Professional Development	1,535	7,375	(5,841)	110,735	81,125	29,609	88,500
General Consulting	4,304	1,492	2,812	20,903	16,409	4,495	17,900
Special Activities	47,484	29,269	18,215	832,189	181,246	650,943	213,676
Bank Charges	0	758	(758)	0	8,342	(8,342)	9,100
Printing	2,703	67	2,636	7,312	733	6,579	800
Other Taxes and Fees	2,709	1,817	893	18,206	19,983	(1,778)	21,800
Payroll Service Fee	13,142	4,566	8,575	117,106	50,234	66,874	54,800
Management Fee	153,395	97,269	56,127	1,272,602	1,069,951	202,651	1,167,219
District Oversight Fee	0	50,099	(50,099)	106,488	466,290	(359,802)	568,911
LACOE Fees	0	0	0	0	1,200	(1,200)	1,600
SELPA Fees	7,157	0	7,157	61,951	0	61,951	0
Public Relations	0	708	(709)	2,832	7,791	(4,960)	8,500
Total Professional/Consulting Services	236,014	206,895	29,119	2,898,588	2,061,217	837,371	2,324,194
Facilities, Repairs & Other Leases							
Rent	37,060	33,000	4,060	398,109	363,000	35,108	396,000
Additional Rent	2,988	0	2,988	29,779	0	29,780	0
Other Leases	808	950	(142)	20,146	10,450	9,695	11,400
Repairs and Maintenance	246	158	88	4,866	1,742	3,125	1,900
Total Facilities, Repairs & Other Leases	41,102	34,108	6,994	452,900	375,192	77,708	409,300
Operations & Housekeeping							
Auto and Travel Expense	22,504	4,775	17,729	150,027	52,525	97,502	57,300
Dues & Memberships	129	2,484	(2,354)	21,663	27,316	(5,654)	29,800
Insurance	79	41,250	(41,171)	495,678	453,750	41,928	495,000
Utilities	1,050	1,366	(317)	26,681	15,034	11,648	16,400
Communications	6,810	1,584	5,227	123,512	17,416	106,096	19,000
Postage and Shipping	1,312	1,725	(413)	11,309	18,975	(7,667)	20,700
Total Operations & Housekeeping	31,884	53,184	(21,299)	828,870	585,016	243,853	638,200
Depreciation							
Depreciation Expense	2,527	1,508	1,018	27,789	16,592	11,198	18,100
Total Depreciation	2,527	1,508	1,018	27,789	16,592	11,198	18,100
Total Expenses	**6,875,813**	**6,235,087**	**640,726**	**67,854,103**	**58,430,625**	**9,423,478**	**62,693,493**
Change in Net Assets	**156,732**	**(761,753)**	**918,485**	**1,660,778**	**(4,172,830)**	**5,833,609**	**4,004,749**
Net Assets, Beginning of Period	**13,909,828**			**12,405,781**			
Net Assets, End of Period	**$ 14,066,560**			**$ 14,066,560**			

Pacific Coast Academy
Statement of Financial Position
May 31, 2024

	Current Balance	Beginning Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 23,959,984	$ 16,736,837	$ 7,223,147	43 %
Accounts Receivable	0	247,307	(247,307)	(100) %
Public Funding Receivables	0	3,628,731	(3,628,731)	(100) %
Prepaid Expenses	1,157,159	900,262	256,898	29 %
Total Current Assets	25,117,143	21,513,137	3,604,007	17 %
Long-term Assets				
Property & Equipment, Net	335,011	211,726	123,284	58 %
Deposits	999	999	0	0 %
Total Long-term Assets	336,010	212,725	123,284	58 %
Total Assets	**$ 25,453,153**	**$ 21,725,862**	**$ 3,727,291**	**17 %**
Liabilities				
Current Liabilities				
Accounts Payable	$ 770,082	$ 1,286,783	$ (516,701)	(40) %
Accrued Liabilities	2,857,079	1,255,755	1,601,324	128 %
Deferred Revenue	7,759,432	6,777,543	981,889	14 %
Total Current Liabilities	11,386,593	9,320,081	2,066,512	22 %
Total Liabilities	**11,386,593**	**9,320,081**	**2,066,512**	**22 %**
Net Asset	**14,066,560**	**12,405,781**	**1,660,778**	**13 %**
Liabilities & Net Assets	**$ 25,453,153**	**$ 21,725,862**	**$ 3,727,291**	**17 %**

Pacific Coast Academy
Statement of Cash Flows
For the period ended May 31, 2024

	Month Ending 05/31/2024	Year To Date 05/31/2024
Cash Flows from Operating Activites		
Change in Net Assets	$ 156,732	$ 1,660,778
Adjustments		
Depreciation	2,526	27,790
(Increase) Decrease in Operating Assets		
Public Funding Receivables	0	3,628,731
Grants, Contributions & Pledges Receivable	0	247,307
Prepaid Expenses	(668,270)	(256,898)
Increase (Decrease) in Operating Liabilities		
Accounts Payable	(248,338)	(518,497)
Accrued Expenses	20,933	1,603,120
Deferred Revenue	127,492	981,890
Total Cash Flows from Operating Activites	**(608,925)**	**7,374,221**
Cash Flows from Investing Activities		
Purchases of Property & Equipment	0	(151,074)
Total Cash Flows from Investing Activities	**0**	**(151,074)**
Change in Cash and Cash Equivalents	**(608,925)**	**7,223,147**
Cash & Cash Equivalents, Beginning of Period	**24,568,909**	**16,736,837**
Cash & Cash Equivalents, End of Period	**$ 23,959,984**	**$ 23,959,984**

Coversheet

2024-2025 Consolidated Application for Federal Funding

Section: II. Finance
Item: F. 2024-2025 Consolidated Application for Federal Funding
Purpose: Vote
Submitted by:
Related Material: FY25 Pacific Coast Academy Charter ConApp Reporting.pdf

California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: charter impact
Date: 5/22/2024 5:26 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	05/31/2024

*****Warning*****
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 5/22/2024 5:25 AM

2024–25 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	05/31/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 5/22/2024 5:26 AM

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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

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

Returning Application

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

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

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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 5/22/2024 5:27 AM

2024–25 Application for Funding

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

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

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

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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 5/22/2024 5:29 AM

2024–25 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$125.90
Estimated immigrant student count	34
Estimated immigrant student program allocation	$4,281

Note: Eligibility criteria

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

Budget

Authorized activities	$4,281
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$4,281

Warning
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 6/18/2024 9:18 AM

2024–25 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$130.25
Estimated English learner student count	103
Estimated English learner student program allocation	$13,416

Note: $10,000 minimum program eligibility criteria

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

Budget

Professional development activities	$0
Program and other authorized activities	$13,416
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$13,416

Warning
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 5/22/2024 5:27 AM

2024–25 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 6/18/2024 9:30 AM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

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

2023–24 Title II, Part A allocation	$104,180
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$104,180

Professional Development Expenditures

Professional development for teachers	$5,981
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$50,568
Classified personnel salaries	$0
Employee benefits	$18,100
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$74,649
2023–24 Unspent funds	$29,531

Warning
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2023–24 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

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

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

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	$11,518
Transferred-in amount	$0
2023–24 Total allocation	$11,518
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$6,275
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$6,275
2023–24 Unspent funds	$5,243

*****Warning*****
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 6/18/2024 9:29 AM

2023–24 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

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

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III immigrant student program allocation	$6,123
Transferred-in amount	$0
2023–24 Total allocation	$6,123
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$2,780
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$2,780
2023–24 Unspent funds	$3,343

*****Warning*****
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2023–24 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Homeless Education Certification

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

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

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

Homeless Liaison Training Information

*****Warning*****
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2023–24 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/05/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$579,469
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$100

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

2023–24 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	We are addressing the needs of homeless students with other appropriate funding sources to purchase computers, Wifi hot spots,instructional supplies, social motional/counseling support, academic interventions, and enrichment.

*****Warning*****
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 6/18/2024 9:20 AM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

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

2022–23 Title II, Part A allocation	$109,140
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$109,140

Professional Development Expenditures

Professional development for teachers	$44,109
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$56,068
Classified personnel salaries	$0
Employee benefits	$8,963
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$109,140
2022–23 Unspent funds	$0

Warning
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2022–23 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

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

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

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III EL student program allocation	$16,166
Transferred-in amount	$0
2022–23 Total allocation	$16,166
Object Code - Activity	
1000–1999 Certificated personnel salaries	$2,547
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$641
4000–4999 Books and supplies	$8,562
5000–5999 Services and other operating expenditures	$4,416
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$16,166
2022–23 Unspent funds	$0

*****Warning*****
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Draft
Saved by: charter impact
Date: 6/18/2024 9:28 AM

2022–23 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

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

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III immigrant student program allocation	$7,090
Transferred-in amount	$0
2022–23 Total allocation	$7,090
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$7,090
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$7,090
2022–23 Unspent funds	$0

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

Coversheet

2023-2024 Proposition 28 Arts and Music Annual Report

Section: II. Finance
Item: G. 2023-2024 Proposition 28 Arts and Music Annual Report
Purpose: Vote
Submitted by:
Related Material: PCA Proposition 28 Annual Report.pdf

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2023-24

Name: **Pacific Coast Academy**
CDS Code: **37 68049 0136416**
Allocation Year: **2023-24**

1. **Narrative description of the Prop 28 arts education program(s) funded**. *Pacific Coast Academy has not used its Prop 28 funds in 2023-24, opting to reserve these resources for possible future use before the June 30, 2026 expiration date.*

2. **Number of full-time equivalent teachers (certificated).** **0**

3. **Number of full-time equivalent personnel (classified).** **0**

4. **Number of full-time equivalent teaching aides** **0**

5. **Number of students serviced.** **0**

6. **Number of school sites providing arts education.** **0**

Date of Approval by Governing Board/Body. **June 27, 2024**

Annual Report Date URL: **https://pacificcoastacademy.org/about/governance**

Completed by: Krystin Demofonte

Title: Executive Director

Email address: krystin.demofonte@pacificcoastacademy.org

Telephone number: (619) 215-0704

Coversheet

Lease for the Poway Office

Section:	II. Finance
Item:	H. Lease for the Poway Office
Purpose:	Vote
Submitted by:	
Related Material:	7th Amendment to Lease_06.11.2024.pdf

AIRCRE contracts

7th AMENDMENT TO LEASE

THIS AMENDMENT TO LEASE is made and entered into as of 05/13/2024, by and between Poway Executive Plaza, LLC a California Limited Liability Company ("Lessor") and Pacific Coast Academy, a California nonprofit public benefit corporation ("Lessee").

WHEREAS, on or about January 30, 2018 a Lease was entered into by and between Lessor and Lessee relating to certain real property commonly known as (street address, city, state, zip): 13915 Danielson Street, Suite 101, 103, and 200, Poway, California, 92064 (the "Premises"), and

WHEREAS, Lessor and Lessee ☑ have ☐ have not previously amended said Lease, and

WHEREAS, the Lessor and Lessee now desire to amend said Lease,

NOW, THEREFORE, ~~for payment of TEN DOLLARS and other good and valuable consideration to Lessor, the receipt and sufficiency of which is hereby acknowledged,~~ the parties mutually agree to make the following additions and modifications to the Lease:

☑ TERM: The Expiration Date is hereby ☐ advanced ☑ extended to June 30, 2029.

☐ AGREED USE: The Agreed Use is hereby modified to: _____.

☑ BASE RENT ADJUSTMENT: Monthly Base Rent shall be as follows: Ste 101 July 1, 2024 - June 30, 2025 $11,307.59
Ste 103 July 1, 2024 - June 30, 2025 $4,801.12
Ste 200 July 1, 2024 - June 30, 2025 $12,474.12

Ste 101 July 1, 2025 - June 30, 2026 $11,646.82
Ste 103 July 1, 2025 - June 30, 2026 $4,945.15
Ste 200 July 1, 2025 - June 30, 2026 $12,848.34

Ste 101 July 1, 2026 - June 30, 2027 $11,996.22
Ste 103 July 1, 2026 - June 30, 2027 $5,093.50
Ste 200 July 1, 2026 - June 30, 2027 $13,233.79

Ste 101 July 1, 2027 - June 30, 2028 $12,356.11
Ste 103 July 1, 2027 - June 30, 2028 $5,246.31
Ste 200 July 1, 2027 - June 30, 2028 $13,630.80

Ste 101 July 1, 2028 - June 30, 2029 $12,726.79
Ste 103 July 1, 2028 - June 30, 2029 $5,403.70
Ste 200 July 1, 2028 - June 30, 2029 $14,039.72

☐ OTHER: _____

This Amendment shall not be construed against the party preparing it, but shall be construed as if all parties jointly prepared this Amendment and any uncertainty and ambiguity shall not be interpreted against any one party. Signatures to this Amendment accomplished by means of electronic signature or similar technology shall be legal and binding.

All other terms and conditions of this Lease shall remain unchanged and shall continue in full force and effect except as specifically amended herein.

EXECUTED as of the day and year first above written.

By Lessor:
Poway Executive Plaza, LLC a California Limited Liability Company

By: _____
Name Printed: Chris Cook
Title: President
Phone: 619-562-3050
Fax: 619-562-3055

_____
_____
INITIALS

By Lessee:
Pacific Coast Academy, a California nonprofit public benefit corporation

By: _____
Name Printed: Ben Fung
Title: Board President
Phone: 619-215-0704
Fax: 619-595-6089

_____
_____
INITIALS

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Email: chris@cameronbros.net

By: _____
Name Printed: _____
~~Title:~~ _____
~~Phone:~~ _____
~~Fax:~~ _____
~~Email:~~ _____

Address: _____
Federal ID No.: _____

Email: board@pacificcoastacademy.org

By: _____
Name Printed: _____
~~Title:~~ _____
~~Phone:~~ _____
~~Fax:~~ _____
~~Email:~~ _____

Address: _____
Federal ID No.: _____

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_____ _____
_____ _____
INITIALS INITIALS

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Coversheet

Resolution Regarding Automatic Renewal for Insurance

Section: III. Operational
Item: A. Resolution Regarding Automatic Renewal for Insurance
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2024-04 AUTOMATIC RENEWAL FOR INSURANCE__Proposed 6.6.24.pdf

Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2024-04
AUTOMATIC RENEWAL FOR INSURANCE

WHEREAS, the Pacific Coast Academy Board of Directors ("Board") governs the Pacific Coast Academy ("Charter School"), a nonprofit public benefit corporation, within the confines of both federal and state statutes governing charter schools and nonprofit corporations.

WHEREAS, the Charter School contracts with CharterSAFE's self-insured risk pooling program, which automatically renews annually unless the Charter School notifies CharterSAFE otherwise;

WHEREAS, the Board voted to renew the CharterSAFE contract for the 2024-2025 school year;

WHEREAS, the Board intends to streamline the process for approving contract renewal with CharterSAFE or any other insurance provider;

WHEREAS, the Board intends to provide the Executive Director with the authority to approve the automatic renewal of the contract with CharterSAFE or a different Board approved insurance provider within specific guidelines;

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

Authorizes the Executive Director to approve the automatic renewal of the contract with CharterSAFE's self-insured risk pooling program or another Board approved insurance provider under the following conditions: if in any one year, the insurance rates increase more than the total of the growth of the enrollment for the projected year, the Charter School shall seek a new bid from three insurance providers the following year.

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 June 27, 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

2024-2025 Insurance Proposal

Section: III. Operational
Item: B. 2024-2025 Insurance Proposal
Purpose: Vote
Submitted by:
Related Material: PCA CharterSAFE Proposal_slides.pdf
PCA CharterSAFE Quotes.pdf

17842
A
SELF
P,WC

2024-2025 Membership Renewal Proposal

Prepared for:

Pacific Coast Academy

Coverage Effective:

July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: June 06, 2024 at 4:35 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Krystin,

CharterSAFE is pleased to present your membership renewal for the 2024-2025 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Dan Berry at dberry@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2024-2025 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Pacific Coast Academy

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$724,904.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$272,817.00**
Total Member Contribution	**$997,721.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $997,721.00** **Installment Plan** • Deposit (25%) - Due Now - $249,430.00 • 9 Monthly Installments - $83,143.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

13915 Danielson St., Suite 103
Poway, CA 92064

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	**6,630**
Employee Count	**372**
Annual Estimated Payroll	**$36,390,393.00**
Total Insured Value	**$1,937,650.00**
Building Value (owned or required to insure)	$0.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$1,824,649.00
Electronic Data Processing (EDP) Value	$113,001.00
Number of Portables	**2**

Scheduled Locations and Breakdown of Exposures

Location ID: 22179
Pacific Coast Academy: 13915 Danielson Street, Suite 103
Poway, CA, 92064
Leased/Owned: **Leased**

Students:	**6,200**
Employees:	**372**
Payroll:	**36,390,393.00**
Total TIV:	**62,864.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	42,864.00
EDP Value:	20,000.00
# of Portables:	**0**

Location ID: 22988
Pacific Coast Academy: 4612 Dehesa Road #11
Poway, CA, 92064
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**14,600.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	9,600.00
EDP Value:	5,000.00
# of Portables:	**1**

Location ID:
Pacific Coast Academy
, ,
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**1,762,584.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1,752,584.00
EDP Value:	10,000.00
# of Portables:	**0**

Location ID:
Pacific Coast Academy
, ,
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**12,001.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1.00
EDP Value:	12,000.00
# of Portables:	**0**

Location ID:
Pacific Coast Academy

, ,
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**78,000.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	12,000.00
EDP Value:	66,000.00
# of Portables:	**0**

Location ID:
Pacific Coast Academy

, ,
Leased/Owned: **Leased**

Students:	**430**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**7,601.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	7,600.00
EDP Value:	1.00
# of Portables:	**1**

Vehicles

Vehicle Type	Make	Model	Year	VIN
SUV	Ford	Expedition Max	2022	1FMJK1MT4NEA51225
SUV	Ford	Expedition	2023	1FMJU2A87PEA11014
Van	Ford	Transit Cargo Van	2020	1FTBR1Y83LKA49782

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/21/2014**
Employment Practices Liability Retroactive Date: **07/21/2014**
Fiduciary Liability Retroactive Date: **07/21/2014**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry at dberry@chartersafe.org / (916) 880-3469.		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training mandate* $100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to **not exceed** sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff **no later than September 30th**. If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/**claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Dan Berry at dberry@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry at dberry@chartersafe.org / (916) 880-3469.		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence See "Exposures & Locations" section for schedule limits	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $250,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $50,000 per **claim**

Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

Gallagher

Insurance | Risk Management | Consulting

Rate & Exposure Changes

	23-24	24-25	Percentage Difference
Student Count	4,250	6,630	35.90%
Payroll	$ 20,881,913.00	$ 36,390,393.00	42.62%
Property Values	$ 1,053,150.00	$ 1,937,650.00	45.65%
Package Premium	$ 494,549.00	$ 724,904.00	31.78%
Package Rate/Student	$ 116.36	$ 109.34	-6.43%
Work Comp Premium	$ 165,381.00	$ 272,817.00	39.38%
WC Rate	0.79%	0.75%	-5.64%
Total Cost:	$ 659,930.00	$ 997,721.00	33.86%

Premium Comparison

Line of Business	CharterSAFE 23-24	CharterSAFE 24-25
Commercial Property	Included	Included
Commercial Auto	Included	Included
Commercial Crime	Included	Included
General Liability	Included	Included
Educators Legal Liability (E&O, D&O, EPLI)	Included	Included
Fiduciary Liability	Included	Included
Excess Liability	Included	Included
Cyber Liability	Included	Included
Student Accident	Included	Included
Workplace Violence	Included	Included
Pollution Liability	Included	Included
Total:	**$ 494,549.00**	**$ 724,904.00**
Workers Compensation	**$ 165,381.00**	**$ 272,817.00**
Grand Total:	**$ 659,930.00**	**$ 997,721.00**

Coversheet

2024-2025 Memorandum of Understanding for Shared Services

Section:	III. Operational
Item:	C. 2024-2025 Memorandum of Understanding for Shared Services
Purpose:	Vote
Submitted by:	
Related Material:	MOU 2024-2025 for Shared Services South Schools_6.18.24.pdf

MEMORANDUM OF UNDERSTANDING FOR SHARED SERVICES

This Memorandum of Understanding for Shared Services ("***MOU***") is entered into as of July 1, 2024 ("***Effective Date***") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this MOU: Mission Vista Academy, Pacific Coast Academy, and Cabrillo Point Academy.

WHEREAS, each of the Parties operates a California nonclassroom-based public charter school based on a similar educational model of standards-based individualized instruction via online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences;

WHEREAS, the Parties share a common history in that their schools were originally founded by the same founders, and while each Party is a separate corporation governed by a separate board and operating a separate school, the Parties have historically worked together as a network to, among other advantages, utilize common resources to achieve cost savings for each of their respective charter schools;

WHEREAS, each of the Parties' respective nonclassroom-based educational programs is structured to allow staff to effectively support the charter school from remote locations;

WHEREAS, the Parties have been sharing services under that certain Memorandum of Understanding for Shared Administrative Services dated July 1, 2023 that the parties previously entered into, the term of which expires on June 30, 2025 (the "***2023 MOU***");

WHEREAS, the sharing of services among all of the schools cooperatively is in the mutual interest and advantage of each of the Parties, in order to best implement their educational programs in a cost effective manner at their respective schools; and

WHEREAS, the Parties now desire to share services and allocate costs among them according to the terms and conditions set forth in this MOU.

NOW, **THEREFORE**, in consideration of the foregoing and of the mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties desire to, and hereby agree as follows:

1. Mutual Termination of 2023 MOU. The Parties hereby mutually agree that the 2023 MOU and any and all amendments thereto shall terminate and be of no further force or effect as of 11:59 PM on June 30, 2024.

a. **Shared Services and Costs**. During the term of this MOU, the Parties shall share the costs associated with the administrative services ("***Admin Services***") as set forth in Attachment A and shall share the costs associated with the high quality teacher services ("***HQT Services***") as set forth in Attachment B. The Admin Services and the HQT Services are collectively referred to herein as the "***Services***" unless otherwise specified. The Parties will each employ various employees who are responsible for performing the Services for all of the Parties' schools, and the terms "***Shared Employee***" or "***Shared Employees***" shall refer to those employees. The Parties shall share all costs of employing the Shared Employees (including, but not limited to, total

gross wages, retirement benefit system contributions, and employment taxes) for the Admin Services as set forth in Attachment A and for the HQT Services as set forth in Attachment B.

Lessors and Lessees. The Parties acknowledge that each Party will both (i) employ individuals who will provide Services to another Party; and (ii) receive Services from individuals employed by another Party. The term "***Lessor***" refers to a Party leasing its employee(s) to another Party pursuant to the terms of this MOU. The term "***Lessee***" refers to a Party receiving Services from another Party's employee(s) pursuant to the terms of this MOU. Each Party will serve as both a Lessor and Lessee under this MOU, and shall meet the obligations of Lessor with respect to their own employees and of Lessee with respect to the employees of the other Parties.

Lessor Responsibilities:

a. Lessor shall comply with all applicable federal and state statutes, laws, and regulations.

b. Lessor shall ensure Shared Employees have undergone a tuberculosis risk assessment and/or testing with satisfactory clearances prior to commencing Services to Lessee to the extent required by the Lessor's charter petition ("***Charter Petition***") and applicable law.

c. Lessor shall ensure that all Shared Employees receive required training, including, but not limited to, initial and annual training on mandated child abuse or neglect reporting.

d. Lessor shall ensure that (i) all Shared Employees have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Shared Employee has been convicted of a serious or violent felony (as defined by Penal Code §§ 667 .5 and 1192.7) or is otherwise prohibited from employment because of their conviction for any crime.

e. Lessor agrees that it is the sole and exclusive employer of Shared Employees performing Services for Lessee under this MOU. Lessor shall supervise and make all employment decisions with respect to its employees in its sole discretion, including, but not limited to, all hiring, evaluation, assignment, termination, compensation, and benefits decisions. Lessor will be responsible for the supervision of its employees, subject to input from Lessee(s).

Lessee Responsibilities:

a. Lessee shall have the right to communicate performance expectations to Shared Employees while they are on assignment to Lessee, and supervise Shared Employees' activities while they are on assignment to Lessee to ensure they are meeting their performance obligations. In addition to any obligations set forth by Lessor as their employer, while performing Services to support Lessee, Shared Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee.

b. Lessee shall make available to the Shared Employees of Lessor, in a timely manner, all data, files, documentation, or other information necessary or appropriate for the performance of the Services. Lessee will be responsible for, and the Shared Employees of Lessor

shall be entitled to rely upon, the content, accuracy, completeness, and consistency of all such data, materials, and information.

c. Lessee shall provide a safe working area for Shared Employees when necessary for Shared Employees to be at a Lessee location.

Relationship Between Lessor and Lessee .

a. Shared Employees are, and shall remain, the employees of the Lessor, and shall be subject to the ultimate direction and control of Lessor and its governing board, officers, and other representatives. The termination of this MOU shall not terminate the employment relationship of any Shared Employee with Lessor.

b. Lessor shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Shared Employees, including retirement benefit system contributions (e.g., CalSTRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements. Assuming Lessor participates in CalSTRS, the Parties acknowledge Shared Employees are employees of Lessor for CalSTRS purposes.

c. Lessor is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws for Shared Employees. Pursuant to Labor Code section 3602, Lessor agrees to retain workers' compensation coverage for all of its Shared Employees as set forth in Section 12 of this MOU for the duration of their support to a Lessee.

Term and Termination. The term of this MOU commences on July 1, 2024 and continues through June 30, 2025, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsections (a) or (b) herein. In the event of early termination, the Parties shall each be responsible for their share of costs as set forth in Attachments A and B on a pro-rata basis through the effective date of termination.

a. ***Termination Without Cause***. Any Party may terminate its participation in this MOU for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by a Party shall not terminate the MOU as to the other Parties. Following termination of a Party's participation, costs shall be allocated among the remaining Parties as set forth in Attachments A and B and this Agreement shall be amended by the remaining Parties as necessary.

b. ***Termination Upon Mutual Agreement***. The Parties may terminate this MOU with mutual written consent of all Parties.

Amendments. This MOU may be amended as follows:

a. ***Changes in the Law***. In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any

of the Parties in conformity with this MOU, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the MOU) to address the changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the MOU shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

b. ***Mutual Agreement***. The Parties may amend this MOU with mutual written consent of all Parties.

Work Product; Intellectual Property. Any work product that is created by Lessor, including by any Shared Employee, in the context of providing Services shall be the property of Lessor. Any intellectual property owned by Lessee and used by Lessor related to the Services shall remain the property of Lessee. Similarly, any intellectual property owned or created by Lessor, including by any of the Shared Employees, that is utilized as part of providing the Services shall remain the property of Lessor. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. "***Confidential Information***" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include, but is not limited to, trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("***FERPA***") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, each Party shall be designated as having a legitimate educational interest in accessing the other Parties' student education records, as that term is defined by and for purposes of FERPA, thereby allowing each Party to access personally identifiable information from student education records from another Party as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("***PII***") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. The Parties shall not use or disclose student education records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the Party who owns the records. Each Party shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, the disclosing Party shall notify the affected Party as soon as practicable, and shall, upon the affected Party's request, notify affected parents, legal guardians, and eligible pupils using reasonably available technological means such as electronic mail. Upon request from the Party who owns the records or upon termination or expiration of this MOU, each Party shall immediately return or destroy all student education records and PII, including all physical copies, drafts, digital, or computer versions.

Insurance. Each Party shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with its performance of the Services under this MOU by each Party, its agents, representatives, employees, or subcontractors. Insurance policies shall be on an occurrence basis, and coverage shall be at least as broad and in the minimum amounts as follows:

a. California Workers' Compensation Insurance, as required by the State of California, with statutory limits, and Employer's Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per claim for bodily injury or disease, covering, without limitation, all Shared Employees.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per claim.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance, with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.

e. Each Party will provide additional insured insurance coverage and policy endorsements for each other Party and its officers, officials, directors, employees, volunteers, or agents under the general liability policies.

f. Each Party shall, upon request of another Party at any time, deliver complete, certified copies of the policies of insurance, including endorsements, and receipts for payment or premiums thereon, required by this MOU.

g. Lessor will provide thirty (30) days' prior written notice to Lessee in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) to Lessee at least ten (10) days prior to the expiration date.

Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Notwithstanding anything to the contrary herein, Lessor agrees to defend, indemnify, and hold each Lessee, its employees, officers, directors, and agents harmless against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), or other applicable laws for which each Lessee may be liable as a joint employer with respect to any compensation due and owing to Shared Employees for the performance of Services pursuant to this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of Lesse.

Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Parties agree that, within thirty (30) days of the failure to resolve the dispute despite good faith efforts, they will meet with a mutually agreeable mediator for a confidential and non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties

may agree to arbitrate the dispute before a retired California state or federal court judge under the Comprehensive Arbitration Rules of Judicial Arbitration and Mediation Services, Inc. ("JAMS"), rather than resorting to litigation. The costs of any mediation and/or arbitration shall be shared equally by the Parties. Each Party shall be responsible for their own attorneys' fees.

Notice. All notices, requests, demands, or other communications (collectively "***Notice***") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy- two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth in the signature block. A Party may change this address information upon written notice to the other Parties.

Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

Entire Agreement. This MOU and any attachments incorporated by reference sets forth the entire understanding and agreement between the parties with respect to the subject matter hereof and is a final, complete, and exclusive statement of the terms of the MOU and supersedes all other oral or written agreements, representations, and understandings.

No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

Governing Law. This MOU shall be governed by and interpreted under California law.

Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Cabrillo Point Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____
Address: _____
_____
Email: _____

Pacific Coast Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____
Address: _____
_____
Email: _____

Mission Vista Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____
Address: _____
_____
Email: _____

ATTACHMENT A

ADMIN SERVICES

The Parties agree to share the following Admin Services under this MOU:

Technology

Works collaboratively to act as a Technology Department. Offers help desk/tech support, devops, SPED technology support, set up and maintenance of all IT systems. This support includes managing intra- organizational communications (e.g., e-mail) and developing websites, web content, and web functionality for the Parties. Manages equipment inventory, procure, prepare and troubleshoot laptops, tablets, and other educational equipment, and coordinate with vendors for repair and support. Manages aspects of the Parties' network, including setup, connectivity, maintenance, troubleshooting, firewall, and updates. Shared Employees shall serve as liaison with third party vendors, monitor bandwidth usage, and filtering rules for websites. Sets up mobile phones and computers for the Parties.

Enrichment

Processes all enrichment product and service order requests. Reviews student information to ensure that Master Agreements are on file for each student before purchases are made. Carefully reviews orders to ensure that all purchases are approved by Homeschool Teachers ("HSTs") and that items fall within school enrichment purchasing guidelines. Works with school leadership and Enrichment Administrators/Director for additional approvals, as needed. Develops purchasing processes and procedures between schools and vendors. Submits purchase orders or credit card payments to vendors; uploads/attaches all receipt documentation to credit card transactions and the enrichment ordering system. Provides information and support to HSTs, parents, and vendors via telephone and email. Provides enrichment training and support to HSTs, including weekly office hours, resources found in the HST Handbook, and in-person/virtual training, as needed. Collects returned enrichment products back from families and HSTs and marks them as returned on student accounts. Delivers returned items to library locations. Monitors withdrawal survey and provides lists of inventory to HSTs to collect back from families upon students' withdrawal. Sends written notice to families of overdue items. Sends second notices of overdue items to families when items continue to be unreturned, per the restitution policies. When items remain outstanding, employees provide information to the Records Department, so that notes can be placed in Cume files, as needed.

Vendors

Processes all vendor and SPED provider invoices. Compares invoices to what was approved by the HST. Compares SPED invoices to what was approved in the student's Individual Service Agreement (ISA) and ensures students are offered the correct amount of services. Responds to vendor payment inquiries and helps vendors learn how to create invoices. Audits list of approved vendors. Maintains vendor compliance (documents and information). Manages vendor agreements (sending for signature and ensuring agreements are executed). Helps vendors through the onboarding process.

Accounting/ Accounts Payable

Reviews and approves all invoices for the school's business expenses and ensures proper documentation is in place; works with school leadership for secondary approval when required. Assist with vendor payment inquiries and may also assist the Vendor Department with Enrichment and SPED invoicing as needed. Verifies school purchases and generates purchase orders for all departments. Creates and maintains school accounts, including the provisioning of the school's Online Subscription Package (OSP) licenses for student use. Manages payments for school field trips and event activities, including testing. Oversees and audits student planning amounts and makes adjustments as needed. Manages all student order cancellations and/or adjustments. Reviews withdrawn student accounts and adjusts/removes remaining planning amounts as well as notifies vendors of the cessation of services and/or redirects shipments for product purchases for withdrawn students. Shared employees will assist with all day-to-day Accounting team responsibilities.

Reporting and Database Administration

Monitors and maintains student and staff data for reporting to various local, state, and federal agencies including, but not limited to, CALPADS, CBEDS, FCMAT, Federal Civil Rights, and CA Dept of Public Health. Coordinates with all other institutional departments to ensure the complete, accurate, timely collection, and reporting of mandatory information is maintained. Ensures compliance with all local, state, and federal rules and regulations. Works closely with the SPED department for coordinated CALPADS reporting. Supports and provides SIS extract reports needed by other departments and ad hoc projects. Provides training to staff, prepares and maintains reports for the purposes of complying with state mandated reporting requirements. Manages and monitors database user access and student and staff records for the purposes of assuring accuracy and identifying and resolving data errors as necessary. Assigns user access to SIS data areas based on position and job classification. Collaborates regularly with Human Resources and Reporting and Database to ensure all staff data is entered and maintained current in the SIS. Processes enrollment and withdrawal of students with IEPs by requesting electronic student records. Aligns information within the student information system, CALPADS, and Special Education Information System (SEIS).

Student Accountability

Reviews work record compliance, attendance recording, enrollment documentation. Maintains data in School Pathways. Conducts internal audits. Provides documentation for independent study annual audit.

Human Resources

Plans, organizes, and carries out human resource services. Conducts recruitment, selection, and assignment. Monitors credential regulation compliance. Provides training and mentoring in the instructional program and school improvement processes to ensure quality teaching and learning. Assists employees with completion of documents and processes related to Human Resources. Maintains confidentiality of sensitive information and personnel records. The department monitors

evaluation of personnel. Coordinates actions and responses in cases of grievances, arbitration, discipline, and dismissal.

Student Services (504/SST)

Coordinates and monitors compliance SSTs and Section 504's and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability. Oversees prevention efforts to avoid Section 504 and ADA violations from occurring. Investigates complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment. Directs staff activities and complies with established financial, legal, and/or administrative requirements.

Program Administration

Compiles and analyzes reports including pass rate reports, course reports, grade reports, credit reports, etc. Manages high school catalog. Supports review of graduation plans. Collaborates with curriculum providers and supports family and HST curriculum choice. Manages UCOP, NHS, and College Board accounts. Develops CTE program options. Supports compliance and work sample requirements. Serves as liaison with CALPADs and SIS teams. Answers general questions in regards to high school courses, curriculum, policies and procedures. Develops training sessions focused on high school topics.

Directs and manages the development of goals, plans, and implementation of accountability systems. This support includes management and development of tools designed to measure compliance, educational goals, and objectives. These staff members provide leadership in the reporting and publication of key performance indicators, provide school and student level data regarding academic progress, lead data analysis efforts, and provide professional development training on improving instruction, facilitating accreditation, and making data-informed decisions for students.

Counseling

The counseling team provides pre-, present, and post high school educational planning for students and families, as well as serves as a resource for HSTs and other staff. Counselors monitor graduation plans, ensuring requirements are met. Supports standardized testing (SAT, ACT, etc.), financial aid applications, and college planning. Supports concurrent enrollment by developing guides for college community colleges and reviewing/signing forms to allow students to take courses. Works with enrollment, SAAs, records, and CALPADs to ensure student information is accurate. Monitors eligibility for awards such as the Seal of Biliteracy. Monitors and supports alternative graduation options for certain student subgroups.

Records

Processes requests for transcripts, student grade records, course descriptions, and other information in accordance with privacy laws. Orders, validates and distributes transcripts according to requests. Responds to inquiries by telephone or letter regarding academic standing, and/or transcript issues.

LIST OF SHARED EMPLOYEES PROVIDING ADMIN SERVICES

The Parties agree that the following positions of each Party constitute the Shared Employees for purposes of providing the Admin Services:

CPA		MVA		PCA	
Position	**Department**	**Position**	**Department**	**Position**	**Department**
504 Coordinator	Student Support	Accounting Administrator	Accounting	504 Coordinator	Student Support
Accounting Administrator	Accounting	Assistant Director of Human Resources	Human Resources	Accounting Administrator	Accounting
Assistant Director (Counseling)	Counseling	Counselor	Counseling	Accounting Specialist	Accounting
Assistant Vendor Administrator	Vendors	Counselor	Counseling	Counselor	Counseling
CALPADS Administrator	Reporting and Database	Counselor	Counseling	Counselor	Counseling
Counselor	Counseling	Data Analyst	Technology	Counselor	Counseling
Counselor	Counseling	DevOps Engineer 1	Technology	Database & CALPADS Administrator	Reporting and Database
Curriculum Administrator	Enrichment	DevOps Engineer 1	Technology	DevOps 1	Technology
Data Analyst	Technology	Director of Enrichment Services	Enrichment	DevOps Engineer 2	Technology
Dev Ops 1 or 2 (School TBD)	Technology	Director of High School	Admin	Director of Accountability	Admin
Director of Accounting	Accounting	Education Specialist (AT Specialist)	Admin	Director of ChoicePlus Academy	Admin

Director of Achievement	Admin	Education Specialist (AT Specialist)	Admin	Director of Edgenuity	Admin
Director of Compliance	Reporting and Database	Enrichment Administrator	Enrichment	Director of Vendor Services	Vendors
Director of Human Resources Development	Human Resources	Guidance Technician	Admin	Enrichment Administrator	Enrichment
Director of Student Support	Student Support	IT Administrator	Technology	Enrichment Administrator Assistant	Enrichment
Director of Technology	Technology	IT Administrator	Technology	Executive Assistant	Admin
Enrichment Administrator	Enrichment	IT Support Specialist 1	Technology	Financial Analyst	Accounting
Human Resources Administrator & Credential Analyst	Human Resources	IT Support Specialist 1	Technology	Guidance Technician	Admin
IT Manager	Technology	IT Support Specialist 1	Technology	Guidance Technician	Counseling
IT Support Specialist 1	Technology	IT Support Specialist 2	Technology	IT Administrative Assistant	Technology
IT Support Specialist 2	Technology	IT Support Specialist 3	Technology	IT Administrator	Technology
IT Support Specialist 3	Technology	Leave & Human Resource Administrator	Human Resources	IT Support Specialist 1	Technology
Order Fulfillment Specialist 1	Technology	Library Administrator	Enrichment	IT Support Specialist 1	Technology
Order Fulfillment Specialist 2	Technology	MOU Accounting Specialist	Accounting	IT Support Specialist 1	Technology

Records Specialist	Records	Order Fulfillment Specialist 1	Technology	IT Support Specialist 1	Technology
Records Specialist	Records	Records Specialist	Records	IT Support Specialist 2	Technology
School Social Worker	Student Support	School Social Worker	Student Support	Mental Health Therapist	Student Support
Speech Language Pathologist	Student Support	Special Education Information System Coordinator	Admin	Order Fulfillment Coordinator	Technology
Student Support Coordinator	Student Support	Special Education Records Coordinator (PT)	Records	Order Fulfillment Specialist	Technology
Student Support Specialist	Student Support	Speech Language Pathologist	Student Support	OSP Coordinator	Accounting
Technology Systems Director	Technology	Student Support Coordinator	Student Support	Payroll & HR Administrator	Human Resources
Testing Specialist	Admin	Student Support Coordinator	Student Support	Project Administrator	Admin
Vendor Administrator	Vendors	Student Support Program Specialist	Student Support	Records Specialist	Records
		Student Support Program Specialist	Student Support	Speech Language Pathologist	Student Support
		Student Support Specialist	Student Support	Student Support Coordinator	Student Support
		Systems Technology Administrator	Technology	Student Support Specialist	Student Support
		Vendors Administrator	Vendors	Vendor Administrator	Vendors

The Parties shall annually review the list of Shared Employees providing Admin Services and shall make any necessary revisions to help ensure (1) the Parties are receiving the services they need, and (2) the costs are allocated fairly in accordance with the below.

COST SHARING OF SHARED EMPLOYEES FOR ADMIN SERVICES

The Parties' intent is for each Party to fund an equal share of the costs of the Shared Employees who perform the Admin Services. The Parties have determined that the most effective method to allocate costs for Admin Services in this way is for each Party to contribute Shared Employees whose costs correlate to that Party's share, i.e. approximately one-third (⅓) of the total costs of the Shared Employees. This methodology is fair and equitable while ensuring no one school has to bear the total costs up front, and minimizes the necessary due-to/due-from transactions between schools. The Parties acknowledge and agree that each Party's precise Shared Employee costs under this MOU may fluctuate from time to time. If all Parties mutually agree, the Parties may use invoices and due-to/due-from transactions to address material fluctuations, to help ensure each Party contributes its fair share of the total costs of the Shared Employees. Upon a Party's request, a Party shall provide documentation demonstrating the costs for its own Shared Employees.

2024-2025	CPA	MVA	PCA
Accounting	$293,638	$189,562	$407,559
Admin	$278,098	$655,778	$865,619
Counseling	$413,671	$345,055	$426,380
Enrichment	$211,144	$387,789	$212,462
Human Resources	$298,518	$279,276	$110,993
Records	$135,493	$131,941	$58,663
Reporting and Database	$279,825	$0	$103,268
Student Support	$766,834	$853,606	$610,270
Technology	$1,239,129	$1,225,346	$1,044,275
Vendors	$199,901	$110,993	$279,638
Total	**$4,116,271**	**$4,179,350**	**$4,119,127**

ATTACHMENT B

HQT SERVICES

The Parties agree to share the following HQT Services under this MOU:

Single-Subject Highly Qualified Teachers

Single-subject credentialed teachers (HQTs) are content area specialists who provide students high-quality academic support. HQTs provide the following: daily office hours, and individual appointments for student support, CPA teachers provide live instruction two times per week for each course (totaling 10-12 hours) and hold daily office hours, identification of student weaknesses to target instruction in areas of need, one-week turnaround on grading assignments. Teachers review test prep assignments and open exams when students are ready, maintain Edgenuity and Schoology platforms with up to date course assignments, grades, etc. They develop engaging and rigorous learning activities, collaborate weekly with teaching teams to discuss assessment, lesson planning, struggling students, etc., develop Common Assessments to identify common areas of need to support student success in standards and standardized assessments, and creation of Pacing and Curriculum Guides.

NUMBER OF SHARED EMPLOYEES PROVIDING HQT SERVICES

The Parties agree that each Party shall employ the following number of Shared Employees to provide the HQT Services:

2024-2025	CPA	MVA	PCA
HQT	16	18	17
Cost	$1,761,904	$1,948,620	$1,953,708

The Parties shall annually review the list of Shared Employees providing HQT Services and shall make any necessary revisions to help ensure the Parties are receiving the services they need.

COST SHARING OF SHARED EMPLOYEES FOR HQT SERVICES

The Parties shall share the total costs of the Shared Employees providing the HQT Services on a pro rata basis by the number of students from each respective school enrolled in the courses during each semester. Each Party will contribute employees whose costs correlate to their projected pro rata allocation. At the end of each semester, each Party shall provide documentation demonstrating the costs for its own Shared Employees and the Parties will calculate the semester cost allocation. Any amount owed by a Party, or overpaid by a Party, shall be reconciled and paid and/or refunded within thirty (30) days after the end of the semester, unless otherwise mutually agreed in writing.

Coversheet

Charter Resolution Regarding Submission of Charter Renewal Petition

Section: III. Operational
Item: D. Charter Resolution Regarding Submission of Charter Renewal Petition
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2024-05 SUBMISSION OF CHARTER RENEWAL PETITION__Proposed 6.4.24.pdf

Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2024-05
AUTHORIZING THE SUBMISSION OF A CHARTER RENEWAL PETITION AND OTHER ACTIONS RELATED THERETO

WHEREAS, Pacific Coast Academy is a California nonprofit public benefit corporation that operates Pacific Coast Academy charter school ("PCA") authorized by the Dehesa School District (the "District");

WHEREAS, the current term of PCA's charter petition expires on June 30, 2025; and

WHEREAS, the Board of Directors of PCA now desires to authorize the submission of a charter renewal petition for PCA to the District.

NOW, THEREFORE, this Board of Directors does hereby find, resolve, and order as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The submission of a charter renewal petition for PCA to the District, in substantially the form attached hereto as Exhibit A, is hereby authorized and approved. The Executive Director of PCA is authorized to make additional updates to the charter as necessary to comply with applicable legal requirements or directives from the District.

Section 3. The Executive Director of PCA or their duly delegated representative (each an "Authorized Officer"), acting alone or together, is(are) hereby authorized and directed to take or a cause to be taken all such other actions as may be required to fulfill the purposes of the foregoing resolutions.

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 June 27, 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

Charter Renewal Petition

Section: III. Operational
Item: E. Charter Renewal Petition
Purpose: Vote
Submitted by:
Related Material: PCA 2025-2030 Charter Renewal Petition July 1, 2024_Rev 6.21.24.pdf

2025-2030

PACIFIC COAST ACADEMY

CHARTER RENEWAL PETITION

The initial petition (for Learning Latitudes Charter School) was submitted and approved by the Dehesa School District Board on May 18, 2017. A material revision (including the name change to Pacific Coast Academy) was most recently approved by the Dehesa School District Board on December 13, 2018. The original charter has guided the creation and operation of the school over the past five years. It has been updated this year by the Pacific Coast Academy staff and Board of Directors to more accurately reflect the reality of the school, to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was last renewed, and to comply with the required 15 Charter Elements and applicable laws.

Submitted to the Governing Board of Dehesa School District on July 01, 2024

PACIFIC COAST ACADEMY

Pacific Coast Academy
13915 Danielson St. #103
Poway, CA 92064
(619) 215-0704

Krystin.Demofonte@pacificcoastacademy.org
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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Krystin Demofonte and Shari Erlendson, hereby certify that the information submitted in this renewal petition for a California public charter school named Pacific Coast Academy ("PCA" or the "Charter School"), authorized by the Dehesa School District (the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.
- In addition to any other requirement imposed under the Charter Schools Act, the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as required by law, admission to the Charter Schools shall not be determined according to the place of residence of the pupil, or of their parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

STUDENT ENROLLMENT AND ADMISSIONS

- Pacific Coast Academy shall admit all pupils who wish to attend the school.
- However, if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the Charter School and pupils who reside in the District except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the Charter School and children of the Charter School's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
    - Each type of preference shall be approved by the chartering authority at a public hearing.
    - Preferences shall be consistent with federal law, the California Constitution, and Section

200.

- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand.
- Notice of requirements when a student is expelled or leaves school.
  - If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Section 47605(e)(2)(B)(iii).
- The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.
- The Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures described in Section 47605(c)(5)(J).
- The Charter School shall comply with Section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent or guardian as required.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Krystin Demofonte, Executive Director Date:

_____ _____

Shari Erlendson, Deputy Executive Director Date:

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

Pacific Coast Academy (PCA) fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example.
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

FOUNDING GROUP

The following school faculty provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

Co-Lead Petitioner – Krystin Demofonte

Krystin Demofonte's current position is Executive Director. In this role, Mrs. Demofonte is responsible for implementing and monitoring all instructional programs, overseeing all aspects of the financials and operations of the school, monitoring achievement trends, and overall operations of the school. Prior to serving as Executive Director, Krystin served as a teacher for ten years in an independent study charter school, during which she served in a variety of leadership roles. Before entering the field of independent study, Krystin taught 5th and 6th grades at a site-based private school in San Diego. In addition, she taught 4th and 5th grade at a public school in Escondido with a high concentration of English learners. This variety of teaching and learning experiences has helped Krystin to become an advocate for student and parent choice in education. Mrs. Demofonte received her B.A. from California State University San Marcos in Political Science and also received her Multiple Subject CLAD Teaching Credential from CSUSM. Krystin earned her Preliminary Administrative Services Credential from SDCOE in May 2023.

Co-Lead Petitioner – Shari Erlendson

Shari Erlendson currently serves as the Deputy Executive Director at Pacific Coast Academy. The Deputy Executive Director is the second in command and manages the daily business operations of the organization. Shari works closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. She works with special education and the SELPA to ensure compliance and achievement. Mrs. Erlendson supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the school. Prior to serving in leadership roles, Shari worked as a teacher as well as a coordinator of an enrichment program within an independent study charter school. Shari also spent ten years in site-based education teaching middle school English, Math and AVID and spent a year teaching in Malawi. Through these experiences, Shari developed a heart for serving underprivileged youth and increasing achievement in at-risk populations. Mrs. Erlendson received her B.A. in Liberal Studies, Multiple Subject Credential, and M. Ed, and holds an Administrative Services Credential from Point Loma Nazarene University in June 2017.

ONGOING SUPPORT AND ASSISTANCE

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest nonprofit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter school's operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Cole, Development Services Manager, has expertise in curriculum, instruction, and assessment as well as charter school finance, governance, and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages

schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the addition of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

According to the Charter School Performance Category Data File most recently published by the California Department of Education, PCA fits into the middle performing category and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

DASHBOARD PERFORMANCE

Education Code Section 47607.2(b) states:

- For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "indicators included in the [Dashboard] that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

CALIFORNIA SCHOOL DASHBOARD

The following charts reflect PCA's Dashboard performance indicators in each year of the Charter School's existence.

2018 PCA's California School Dashboard and Local State Indicators Schoolwide



In 2018, PCA did not have a performance color because the school did not have two years' worth of data due to being a new charter school.

2019 PCA's California School Dashboard and Local State Indicators Schoolwide



Dashboard Indicators	2018 PCA	2018 Dehesa	2018 State		2019 PCA	2019 Dehesa	2019 State
English Language Arts	No performance color because school did not have two years' worth of data						
Mathematics							
Chronic Absenteeism							
Suspension Rate							
College/Career		N/A			No performance color	N/A	
Graduation							

As demonstrated by the 2019 California School Dashboard indicators, PCA performed better on all applicable schoolwide indicators except English Language Arts, where it received yellow color, slightly lower than the state. However, PCA achieved the highest color (Blue) in both Chronic Absenteeism and Suspension Rate. PCA outperformed the District in all applicable indicators.

2019 English Language Arts & Mathematics Dashboard Indicators by Student Groups
(*NPC = No Performance Color)

Student Group	2019 PCA ELA	2019 Dehesa ELA	2019 State ELA		2019 PCA Math	2019 Dehesa Math	2019 State Math
Schoolwide							
African American	NPC	NPC			NPC	NPC	
Asian							
Filipino	NPC				NPC		
Hispanic or Latino							
White							
Two or More Races	NPC	NPC			NPC		
English Learners							
Foster Youth	NPC				NPC		
Homeless Youth							
Students with Disabilities							
Socio-economically Disadvantaged							

Based on the 2019 California School Dashboard, English Learners received an orange color, indicating they were underperforming their peers on the state English Language Arts CAASPP assessment but received yellow on the Mathematics assessments, performing better than their peers on the state CAASPP assessment. Based on the results, PCA implemented a monitoring system to ensure we are providing interventions and resources to students at-risk of falling behind academically. English learners received daily ELD instruction in addition to virtual instruction twice a week. Each Home School Teacher (HST) maintained a Roster Checklist, on which they marked test participation, and assessment results. In addition, HST's discuss the data with families and provide interventions and resources to support student success. HST's also use the Contact Manager in School Pathways to document communication with families regarding student progress and interventions provided. This communication method allows staff to stay current with a record of support and interventions provided to students to ensure students are

being successful. In addition, HSTs participated in ongoing professional development to support families and students with understanding student progress and the critical need for students' active participation in the schools Multi-Tier Systems of Support (MTSS).

2020 and 2021 PCA's California School Dashboard and Local State Indicators – SUSPENDED DUE TO COVID-19

As a result of the COVID-19 statewide school closures in Spring 2020, the California Assessment of Student Performance and Progress ("CAASPP") and English Language Proficiency Assessments for California ("ELPAC") assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, state indicators were not reported for the 2020 or 2021 Dashboards for any school in the state of California.

STAR 360 Data in Reading and Mathematics for 2020 and 2021

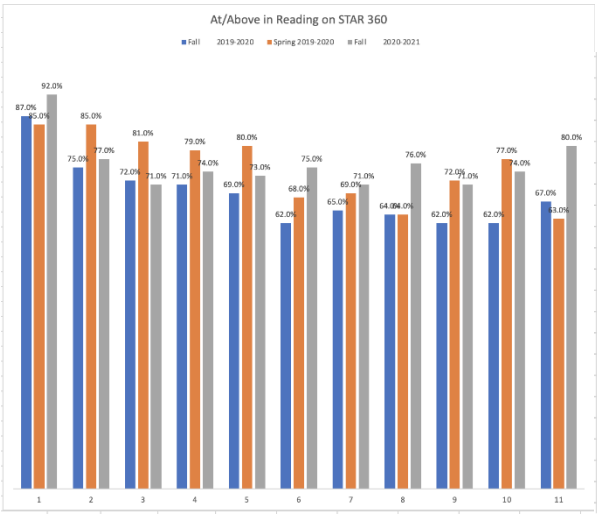
PCA encourages all students in grades TK-11 to complete the STAR 360 online adaptive assessment during the fall, winter, and spring assessment windows. Students in grades TK and Kindergarten complete the Early Literacy assessment, which combines reading and math. The fall semester results provide a baseline score, which helps guide curriculum choices and identify students in need of intervention. Winter and spring scores show the student's growth and support HSTs and families in making instructional gains or any necessary adjustments.

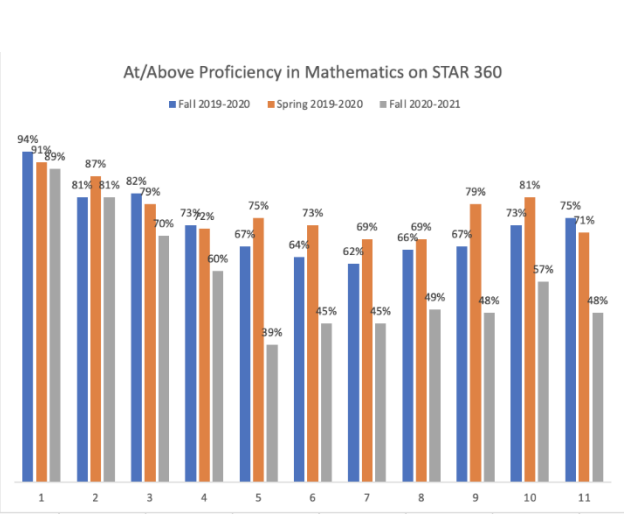
At/Above in Reading on STAR 360

Grade	Fall 2019-2020	Spring 2019-2020	Fall 2020-2021
1	87%	85%	92%
2	75%	85%	77%
3	72%	81%	71%
4	71%	79%	74%
5	69%	80%	73%
6	62%	68%	75%
7	65%	69%	71%
8	64%	64%	76%
9	62%	72%	71%
10	62%	77%	74%
11	67%	63%	80%

At/Above Proficiency in Mathematics on STAR 360

Grade	Fall 2019-2020	Spring 2019-2020	Fall 2020-2021
1	94%	91%	89%
2	81%	87%	81%
3	82%	79%	70%
4	73%	72%	60%
5	67%	75%	39%
6	64%	73%	45%
7	62%	69%	45%
8	66%	69%	49%
9	67%	79%	48%
10	73%	81%	57%
11	75%	71%	48%





There was significant disruption to student learning during spring of 2020 semester due to COVID 19 school closure. The impact is clearly evident in the STAR 360 math scores in grades 4th through 11th. During this time, the school focused on providing increased social emotional support due to COVID 19 impact on individual students, families and staff. It was essential for the school to add liaisons, social workers and psychologists to support students and staff with social emotional needs. Along with students, we implemented strategies to support staff being impacted by the pandemic as well. We increased time during professional development to focus on social and emotional needs. Finally, each HST had a Partner Teacher for day-to-day support. The data indicated the need to continue to provide focus mathematics instruction and support to assist students in understanding complex mathematical concepts.

STAR 360 Student Growth Percentile (SGP) Data

A Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. “Total Number of Students” refers to the total number of students in each group who had a Spring SGP score.

Fall 2021-Spring 2022

Student Group	Reading: Total Number of Students	Percentage of Students Who Met SGP in Reading	Math: Total Number of Students	Percentage of Students Who Met SGP in Math
All Students	**2,977**	**50%**	**3,052**	**46%**
Socioeconomically Disadvantaged	1,083	51%	1,126	42%
Homeless	33	42%	34	35%
Multilingual Learners	108	44%	104	45%

Students with Disabilities	472	45%	495	38%
Ethnicity				
American Indian or Alaska Native	33	48%	34	44%
Asian	269	46%	266	45%
Black or African-American	152	48%	127	39%
Filipino	76	34%	77	32%
Hispanic or Latino	628	52%	539	43%
Native Hawaiian or Pacific Islander	18	44%	19	32%
White	2,324	51%	2,102	47%

The 2021-2022 STAR 360 SGP data indicates that most PCA student groups showed typical growth (35-65) as their peers on the reading and mathematics STAR 360 assessments with the exception of Filipino students who showed low growth in reading and math and Native Hawaiian students showed low growth in math.

Fall 2022-Spring 2023

Student Group	Reading: Total Number of Students	Percentage of Students Who Met SGP in Reading	Math: Total Number of Students	Percentage of Students Who Met SGP in Math
All Students	**4380**	**51%**	**3814**	**45%**
Socioeconomically Disadvantaged	1446	47%	1430	45%
Homeless	44	43%	44	34%
Multilingual Learners	231	51%	231	48%
Students with Disabilities	482	45%	489	44%
Ethnicity				
American Indian or Alaska Native	45	53%	39	62%
Asian	197	51%	179	44%

Black or African-American	166	48%	148	39%
Filipino	108	52%	96	43%
Hispanic or Latino	732	48%	636	42%
Native Hawaiian or Pacific Islander	34	41%	29	38%
White	2971	52%	2586	46%

The 2022-2023 STAR 360 SGP data indicates that most PCA student groups showed typical growth (35-65) as their peers on the reading and mathematics STAR 360 assessments with the exception of Homeless, Black or African-American, and Native Hawaiian or Pacific Islander students who showed low growth in math.

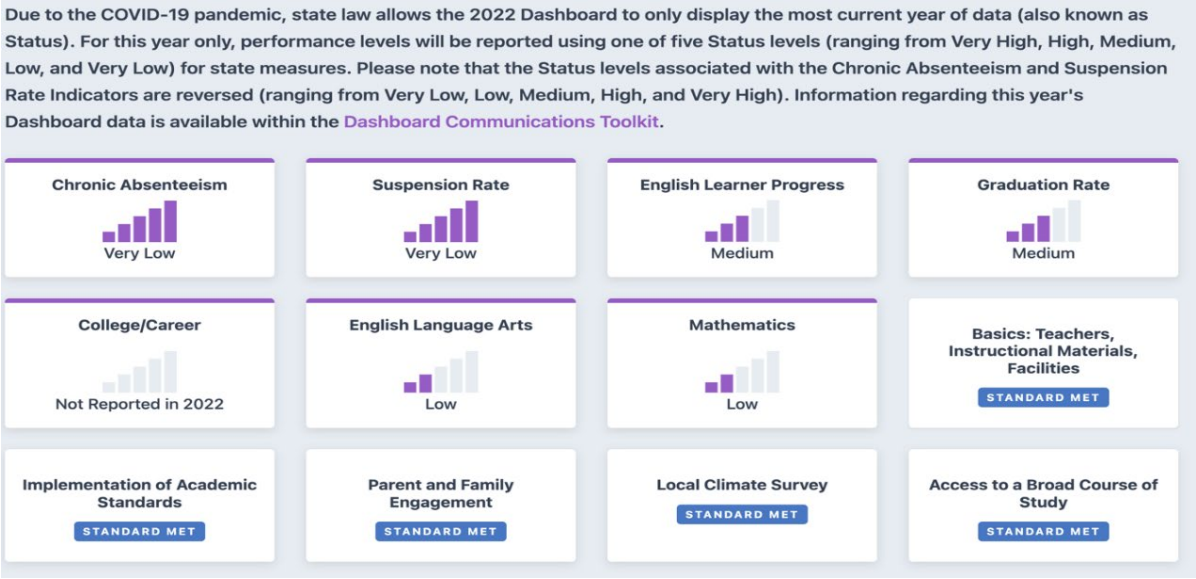
Fall 2023-Spring 2024

Student Group	Reading: Total Number of Students	Percentage of Students Who Met SGP in Reading	Math: Total Number of Students	Percentage of Students Who Met SGP in Math
All Students	**4316**	**53%**	**4409**	**47%**
Socioeconomically Disadvantaged	1255	52%	1279	45%
Homeless	50	54%	49	37%
Multilingual Learners	67	48%	72	47%
Students with Disabilities	538	51%	571	46%
Ethnicity				
American Indian or Alaska Native	44	48%	45	47%
Asian	211	58%	213	52%
Black or African-American	157	54%	159	49%
Filipino	117	55%	116	58%
Hispanic or Latino	726	51%	749	45%
Native Hawaiian or Pacific Islander	35	69%	38	58%

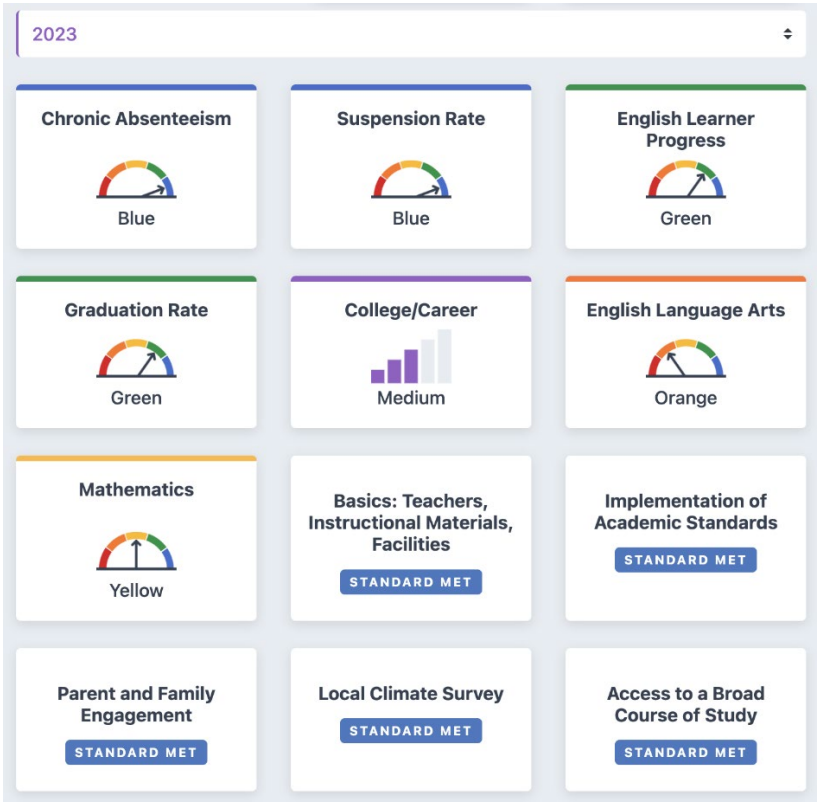
White	2863	53%	2920	46%

The 2023-2024 STAR 360 SGP data indicates that most PCA student groups showed typical growth (35-65) as their peers on the reading and mathematics STAR 360 assessments with the exception of Homeless students who showed low growth in math.

2022 PCA's California School Dashboard and Local State Indicators Schoolwide



2023 PCA's California School Dashboard and Local State Indicators schoolwide



Dashboard Indicators	2022 PCA	2022 Dehesa	2022 State	2023 PCA	2023 Dehesa	2023 State
English Language Arts	Low	Low	Low			
Mathematics	Low	Low	Low			
English Learner Progress	Medium	No Performance level	Medium		No Color	
Chronic Absenteeism	Very Low	Very high	Very high			
Suspension Rate	Very Low	Very Low	Medium			
College/Career	Not Reported	N/A	Not Reported	Medium	N/A	Medium
Graduation Rate	Medium		Medium			

Based on the 2023 California School Dashboard indicators, PCA performed better schoolwide than the State across all applicable indicators except English Language Arts, where it received orange color, same as the state. However, PCA achieved the highest color (Blue) in both Chronic Absenteeism and Suspension Rate. PCA received the second highest color for both English Learner Progress and Graduation Rate, outperforming the State of CA. PCA outperformed the District in all applicable indicators.

2021-2022 & 2022-2023 English Language Arts Dashboard Indicators by Student Groups (*NPC = No Performance Color)						
Student Group	2022 PCA	2022 Dehesa	2022 State	2023 PCA	2023 Dehesa	2023 State
Schoolwide	Low	Low	Low			
African American	Low	NPC	Low		NPC	
Asian	Very High		Very High			
Filipino	High		High			
Hispanic or Latino	Low		Low			
White	Low		High			
Two or More Races	High		High			
English Learners	Very Low		Low			
Foster Youth	NPC		Very Low			
Homeless Youth	Very Low		Low			
Students with Disabilities	Low		Very Low			
Socio-economically Disadvantaged	Low		Low			

2021-2022 & 2022-2023 Mathematics Dashboard Indicators by Student Groups (*NPC = No Performance Color)						
Student Groups	2022 PCA	2022 Dehesa	2022 State		2023 PCA	2023 Dehesa	2023 State
Schoolwide	Low	Low	Low				
African American	Low		Very Low				
Asian	Very High		Very High				
Filipino	Low		High				
Hispanic or Latino	Low		Low				
White	Low		Medium				
Two or More Races	Medium	NPC	Medium			NPC	
English Learners	Very Low		Low				
Foster Youth	NPC		Very Low		NPC		
Homeless Youth	Very Low		Very Low				
Students with Disabilities	Very Low		Very Low				
Socio-economically Disadvantaged	Low		Low				

Based on the 2023 California School dashboard, the school received orange on the CAASPP ELA for schoolwide, African American and Hispanic/Latino student groups which is similar to the state. The district did not have a performance color for any of the student groups due to the small number of students in each group. It is evident that we still have much work to do with ELA. In addition, our English Learners student group received the red color on the California School dashboard in ELA and math, which is lower than the state color of orange. Our staff continues to monitor students on their rosters to ensure students are making adequate progress and refer students to the multi-tiered system of support (MTSS) program based on data. To support students' academic and social emotional needs, we implemented a multi-tiered system of support (MTSS) program, an inclusive model for meeting all students' needs, including those with exceptional needs and English Learners. In addition, the school has one counselor who will focus on supporting English learners. The school increased the number of ELD teachers to reduce ELD virtual class size allowing teachers time to provide focused individual student support. Our staff forms close partnership with our students and families to identify students at risk early in the program to ensure we provide appropriate support and interventions.

MEASUREMENTS OF ACADEMIC PERFORMANCE

PACIFIC COAST ACADEMY DASHBOARD INDICATORS & CAASPP RESULTS

Graduation Rate Indicator

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)**				

2021-2022 & 2022-2023 Graduation Dashboard Indicator by Student Groups (*NPC = No Performance Color)							
Student Groups	2022 PCA	2022 Dehesa	2022 State		2023 PCA	2023 Dehesa	2023 State
Schoolwide	Medium	N/A	Medium			N/A	
African American	NPC		Low		NPC		
Asian			Very High				
Filipino			Very High				
Hispanic or Latino	Medium		Medium				
White	High		High				
Two or More Races	NPC		Medium		NPC		
English Learners			Low				
Foster Youth			Very Low				
Homeless Youth			Low				
Students with Disabilities			Low				
Socio-economically Disadvantaged	Medium		Medium				

PCA's graduation data indicates high school students are outperforming the state with each applicable student group.

College & Career Indicator

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**						

2022-2023 College & Career Dashboard Indicator by Student Groups (*NPC = No Performance Color)			
Student Groups	2023 PCA	2023 Dehesa	2023 State
Schoolwide	Medium	N/A	Medium
African American	NPC		Low
Asian			Very High
Filipino			High
Hispanic or Latino	Low		Medium
White	Low		Medium
Two or More Races	NPC		Medium
English Learners			Low
Foster Youth			Low
Homeless Youth			Low
Students with Disabilities			Low
Socio-economically Disadvantaged	Low		Medium

In examining our quantitative and qualitative data, the college and career readiness for PCA is an area of focus for the school. School wide, PCA performed at the same level as the state's performance of medium, but each student group (Hispanic or Latino, White, and Socioeconomically Disadvantaged) performed low which is lower than the state's performance of medium for each group. PCA has increased the number of counselors, and college and career pathways, AP courses and A-G courses available to students. Counselors and teachers review the four-year graduation plan each year with students and parents to ensure students are on track to graduate and be college and career ready. In addition, we have increased the number of A-G and CTE course offerings and selection of elective courses to ensure our students become college and career ready. We have increased the number of students participating in concurrent enrollment in community college courses.

Academic Performance Indicator

Percentage of Students Meeting or Exceeding Standards (All Students & Significant Student Groups)

English Language Arts	2017-2018	2018-2019	2019-2020	2020 - 2021	2021 - 2022	2022 - 2023	change
PCA	39.86%	44.78%	No Data	52.59%	49.47%	49.21%	+9.35%
Dehesa Elementary School District	28.42%	31.52%		33.34%	32.31%	22.42%	-6.00%
State	49.88%	51.10%		49.01%	47.06%	46.44%	-3.44%

Mathematics	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Change
PCA	22.81%	22.44%	No Data	34.23%	32.95%	34.39%	+14.56%
Dehesa Elementary School District	36.84%	31.53%		21.52%	23.08%	18.96%	-17.88%
State	38.65%	39.73%		33.76%	33.38%	34.62%	-4.03%

The following chart shows how PCA's student groups performed (on average) on the Spring 2023 ELA and Math CAASPP assessments and comparisons to the statewide average.

Pacific Coast Academy **CAASPP Student Group Data**	**Total # of Students with scores**	**School % ELA** Standards Met or Exceeded 2022-2023	**State of CA % ELA** Standards Met or Exceeded 2022-2023	**School % Math** Standards Met or Exceeded 2022-2023	**State of CA % Math** Standards Met or Exceeded 2022-2023	**School % Science** Standards Met or Exceeded 2022-2023	**State of CA % Science** Standards Met or Exceeded 2022-2023
All Students	2678	49.21%	46.66%	34.29%	34.62%	38.40%	30.18%
American Indian or Alaska Native	11	63.64%	33.85%	45.45%	21.95%	<11 students	20.16%
Asian	81	76.54%	74.70%	66.67%	69.93%	66.67%	60.59%
Black/ African American	35	25.00%	29.85%	5.72%	16.89%	15.38%	14.16%
Filipino	38	71.05%	70.05%	50.00%	56.08%	<11 Students	48.91%
Hispanic/	792	40.10%	36.08%	24.87%	22.69%	28.88%	18.88%

Latino							
Native Hawaiian or PI	6	<11 Students					
White	1415	51.20%	60.72%	36.47%	49.02%	40.74%	45.31%
2 or More Races	302	56.29%	59.82%	41.06%	48.54%	46.73%	44.54%
Students w/ Disabilities	316	28.16%	15.75%	20.26%	12.26%	18.65%	8.07%
Socio-Econ Disadvantaged	981	43.23%	35.27%	25.38%	22.91%	29.59%	19.32%
ELL	55	5.46%	10.87%	12.72%	9.93%	10.00%	2.32%
RFEP	79	50.63%	57.91%	26.58%	37.47%	20.51%	30.53%
Homeless Youth	31	38.71%	25.80%	16.13%	16.15%	9.09%	13.04%
Foster Youth	*	<11 Students					

Pacific Coast Academy **CAASPP Data** **2022-23**	**Total # of Students with scores**	**School** % **ELA** Standards Met or Exceeded 2022-2023	**State of CA** % **ELA** Standards Met or Exceeded 2022-2023	**School** % **Math** Standards Met or Exceeded 2022-2023	**State of CA** % **Math** Standards Met or Exceeded 2022-2023	**School** % **Science** Standards Met or Exceeded 2022-2023	**State of CA** % **Science** Standards Met or Exceeded 2022-2023
Grade 3	522	43.87%	42.96%	40.88%	45.11%		
Grade 4	491	45.22%	43.74%	39.92%	40.80%		
Grade 5	451	45.01%	46.68%	28.61%	33.38%	38.58%	31.86%
Grade 6	429	54.31%	44.17%	33.10%	33.19%		
Grade 7	348	54.02%	47.44%	35.06%	33.17%		
Grade 8	302	52.32%	45.66%	27.72%	29.94%	34.32%	28.76%

Grade 10						42.11%	24.10%
Grade 11	135	62.96%	55.41%	24.09%	27.35%	45.45%	31.67%
Grade 12						51.43%	26.91%
All High School Science						46.48%	29.95%
High School Class of 2022-23						41.73%	29.77%

PCA Student groups who performed at or better than statewide average in ELA	**PCA Student groups who performed below the statewide average in ELA**	**PCA Student groups who performed at or better than statewide average in Mathematics**	**PCA Student groups who performed below the statewide average in Mathematics**
• PCA's All Students (schoolwide), • American Indian or Alaska Native, • Asian, • Filipino, • Hispanic, • Students with Disabilities, • Socioeconomically Disadvantaged, and • Homeless Youth	• African American or Black, • White, • English Learners, • Two or More Races, and • Reclassified Fluent English Proficient (RFEP)	• American Indian or Alaska Native, • Hispanic, • Two or More Races, • Students with Disabilities, • English Learners, • Reclassified Fluent English Proficient (RFEP), and • Homeless Youth	• All Students (.05% below), • Asian, • African American or Black, • Filipino, • White, and • Socioeconomically Disadvantaged

The CAASPP schoolwide and significant student groups results show an increase in academic performance for each year with a slight dip in 2021-2022 due to the impact of learning disruptions and social, emotional, and academic stress from the COVID pandemic. This is consistent with the dip in state averages in both Math and ELA and the District's dip in ELA in 2021-2022.

Noticeably, PCA actually increased its schoolwide scores in Math and ELA between 2018-2019 and 2020-2021. This means that even during some of the toughest times in public education in our country's history because of the COVID pandemic, our students continued to experience growth in their academic achievement. In 2022-23, PCA continued to maintain the academic progress it had made the prior year while the district and the state experienced a slight decline.

STUDENT GROUP: ENGLISH LEARNER PROGRESS

English Learner Student Group

The English learner student group consists of 93 students, 1.9% of the total student population.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	97	166	122	141	121	93
Percentage	15.5%	5.9%	3.1%	3.3%	2.7%	1.9%

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%

Year	2022		2023	
Results	% making progress towards English Language proficiency	Dashboard Performance Indicator	% making progress towards English Language proficiency	Dashboard Performance Color
State of CA	50.3%	Medium	48.7%	Yellow
Dehesa	N/A			
PCA	52.9%	Medium	56.3%	Green

The California School Dashboard for English Learner (EL) progress indicates 56.3% of the students are making appropriate progress for the number of years they have been enrolled in school. This is an increase of 3.4% from 2022. The dashboard color is green for PCA and yellow for the State.

English language learners progress on CAASPP:

English Language Learners						
CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	12.62%	12.81%	No Data	11.31%	12.47%	10.87%
Dehesa	0.00%	7.14%	No Data	No data <11 Students		
PCA	16.33%	6.02%	No Data	6.58%	8.57%	5.46%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	12.57%	12.58%	No Data	8.41%	9.71	9.93%
Dehesa	15.38%	14.29%	No Data	No data <11 Students		
PCA	4.00%	8.33%	No Data	18.42%	5.71%	12.72%

Dashboard Progress: English Learners

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	PCA ELA	96	78.3 points below standard	Maintained -2.8 points	Red	Orange
2023	PCA Math	96	102.3 points below standard	Maintained -2.1 points	Red	Orange

STUDENT GROUP: FOSTER YOUTH

English learners continue to struggle with CAASPP ELA compared to the statewide data but are on par in CAASPP math. Based on the 2023 CAASPP data, English Learner student group performance level fell in the red category. Indicating the need to continue with the ELD classes to develop students' language skills. The Director of School Support and Development helps HSTs provide adequate and appropriate support programs to promote student engagement and success through 30 minutes of ELD instructional activities daily. These support programs include online ELD classes, SDAIE strategies, Mathseeds, Mathletics, Reading Eggs, EggsPress, and BrainPOP ELL. Certain materials are available in Spanish to support this group of multilingual families. Families can translate the Pacific Coast Academy website into Spanish, and the PCA Family Resource site has a Spanish-language section to support multilingual families. Additionally, PCA translates weekly emails and official communication to families into Spanish.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Foster Youth	1	2	3	1	3	7
Percentage	0.2%	0.1%	0.1%	0.0%	0.1%	0.1%

In 2022-23, Foster Youth group consisted of 7 students. Due to the small number of Foster Youth students enrolled at PCA, academic data is not available to protect student privacy. PCA has a designated Foster Youth Liaison and a board-approved Foster Youth Policy that outlines available supports that ensure equal access to educational opportunities. Eligible and interested foster youth are provided with reduced graduation requirements, as outlined by AB167/216.

STUDENT GROUP: HOMELESS YOUTH

In 2022-23, Homeless Youth made up 1% of the student population, consisting of 50 students. As indicated in the charts below, PCA's Homeless Youth student group has continued to outperform the state in ELA and perform similarly to the state in mathematics. The district did not have data for this student group due to having less than eleven students enrolled. PCA's homeless youth liaison works closely with teachers, students and families to ensure all students receive the support they need to be academically successful.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Homeless Youth	0	4	54	50	54	50
Percentage	0.2%	0.1%	1.4%	1.2%	1.2%	1.0%

CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	N/A	32.86%	No Data	29.64%	27.79%	25.80%
Dehesa	N/A	No Data <11 students				
PCA	N/A	50.72%	No Data	73.33%	16.67%	38.71%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	N/A	22.69%	No Data	16.02%	15.90%	16.15%
Dehesa	N/A	No Data < 11 students				
PCA	N/A	16.42%	No Data	20.00%	11.12%	16.13%

Dashboard Progress: Homeless Youth

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	PCA ELA	33	46.5 points below standard	Increased 45.9 points	Yellow	Orange
2023	PCA math	33	101.8 points below standard	Increased 26.3 points	Orange	Red

STUDENT GROUP: STUDENTS WITH DISABILITIES

In 2022-23, PCA had 560 students with disabilities enrolled, which is 11.4% of the total student population. PCA's Students with Disabilities have outperformed the district and the state on the CAASPP ELA and Mathematics. The Dashboard indicator colors were yellow for both ELA and math while the dashboard color for the state was red for ELA and orange for math. While we celebrate the data, we still have a long way to go to ensure all students with disabilities performance increases to close the achievement gap between students with disabilities and schoolwide performance.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	34	227	383	461	502	560
Percentage	5.4%	8.1%	9.6	10.8%	11.2%	11.4%

CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	14.98%	16.35%	No Data	15.48%	15.61%	15.75%
Dehesa	12.00%	9.09%	No Data	15.79%	18.75%	0.00%
PCA	30.44%	23.04%	No Data	29.73%	26.35%	28.16%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	11.89%	12.61%	No Data	10.79%	11.41%	12.26%
Dehesa	20.00%	13.64%	No Data	0.00%	12.50%	0.00%
PCA	4.55%	7.39%	No Data	19.88%	15.17%	20.26%

Dashboard Progress: Students with Disabilities

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard color
2023	ELA	354	56 points below standard	Increased 6.2 points	Yellow	Red
2023	math	354	94.6 points below standard	Increased 12.9 points	Yellow	Orange

The Students with Disability student group's graduation rate was 78.6%, slightly higher than the state rate of 71.9%. There was no performance color assigned to the student group. In 2023, approximately 9% of the students in this group, graduated earned a Golden State of Seal Merit Diploma.

Graduation Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State	[redacted]		68.0%	68.6%	64.3%	71.9%
PCA			52.6%	71.4%	46.7%	78.6%

STUDENT GROUP: SOCIOECONOMICALLY DISADVANTAGED

In 2022-23, PCA had 1,855 students who were identified as Socioeconomically Disadvantaged enrolled, which is 37.9% of the total student population. PCA's Socioeconomically Disadvantaged students have outperformed the district and the state on the CAASPP ELA and Mathematics. The Dashboard indicator colors were yellow for both ELA and math while the dashboard color for the state was red for ELA and orange for math. There was no performance color assigned to the district. The achievement gap between the Socioeconomically Disadvantaged student group and School Wide is approximately six percentage points in ELA and approximately nine percentage points in math. While we celebrate the data, we are

working to ensure the achievement gap closes in math as well.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	303	1116	1473	1677	1719	1855
Percentage	48.3%	39.9%	37.0%	39.3%	38.3%	37.9%

CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	37.69%	39.19%	No Data	36.39%	15.61%	35.27%
Dehesa	27.66%	34.00%	No Data	32.25%	33.33%	20.84%
PCA	35.07%	38.75%	No Data	45.11%	37.76%	43.23%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	26.23%	27.48%	No Data	20.32%	11.41%	22.91%
Dehesa	36.17%	32.00%	No Data	25.01%	16.67%	16.67%
PCA	15.56%	15.72%	No Data	24.83%	21.61%	25.38%

Dashboard Progress: Socioeconomically Disadvantage

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	PCA ELA	969	22.5 points below standard	Increased 8.5 points	Yellow	Orange
2023	PCA math	969	64.8 points below standard	Increased 11.2 points	Yellow	Yellow

The Socioeconomically Disadvantaged student group's graduation rate was 88.5%, slightly higher than the state rate of 83.3%. The California Dashboard color for the student group is Green for PCA and orange for the State of California. In 2023, approximately 32% of the students in the Socioeconomically Disadvantaged student group graduating earned a Golden State of Seal Merit Diploma.

Socioeconomically Disadvantage

Graduation Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA			81.2%	80.4%	65.5%	83.3%
PCA			87%	83.8%	82.8%	88.5%

STUDENT GROUP: BLACK OR AFRICAN AMERICAN

In 2022-23, PCA had 80 students who were identified as Black or African American enrolled, which is 1.6% of the total student population. PCA's Black/African American student group has underperformed compared to the state on the CAASPP ELA and Mathematics. The Dashboard indicator colors were red for both ELA and math while the dashboard color for the state was orange for ELA and red for math. There

was no performance color assigned to the district. The achievement gap between the Black/ African American student group and School Wide is approximately 24 percentage points in ELA and approximately 29 percentage points in math. PCA's Black/African American student group has become the focus for the 2023-2024 school year. The school leadership is engaged in a book study of "When Black Students Excel '' with an Executive Coach from National Center for Urban School Center at San Diego State on how to better support our students and close the achievement gap. Our staff is engaged in building relationships with students and families to ensure students feel valued and capable learners. Teachers are providing additional support such as tutoring, academic resources and timely referral to the student study team.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	49	157	107	97	92	80
Percentage	7.8%	5.6%	2.7%	2.3%	2.0%	1.6%

CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	32.27%	33.19%	No Data	33.79%	30.33%	29.85%
Dehesa	No Data <11 Students					
PCA	28.00%	22.73%	No Data	39.39%	34.78%	25.00%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	19.74%	20.55%	No Data	17.95%	15.93%	16.89%
Dehesa	No Data <11 Students					
PCA	8.00%	6.97%	No Data	18.75%	8.70%	5.72%

Dashboard Progress: Black or African American

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	PCA ELA	96	48.4 points below standard	Declined -11.4 points	Red	Orange
2023	PCA Math	96	98.5 points below standard	Declined -5.8 points	Red	Red

STUDENT GROUP DATA: HISPANIC OR LATINO

In 2022-23, PCA had 1,444 students who were identified as Hispanic or Latino enrolled, which is 29.5% of the total student population. PCA's Hispanic/Latino students have outperformed the district and the state on the CAASPP ELA and Mathematics. The Dashboard indicator color was orange for ELA and yellow for math while the dashboard color for the state was orange for ELA and math. There was no performance color assigned to the district. The student group has increased in achievement since 2017-18 with a slight change in 2020-22. The achievement gap between the Hispanic/Latino student group and School Wide is

approximately nine percentage points in ELA and approximately ten percentage points in math. Our Hispanic/ Latino student group includes ninety percent of our English Learners as well which contributes to the lower score. We continue to provide academic and social emotional support to our students via the MTSS program.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	140	682	1090	1220	1290	1444
Percentage	22.3%	24.4%	27.4%	28.6%	28.7%	29.5%

CAASPP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	39.16%	40.81%	No Data	37.64%	36.40%	36.40%
Dehesa	7.14%	16.00%	No Data	22.22%	20.00%	16.67%
PCA	34.92%	38.29%	No Data	41.80%	41.25%	40.10%

CAASPP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	26.65%	28.05%	No Data	20.37%	21.24%	21.24%
Dehesa	21.43%	20.00%	No Data	11.11%	12.00%	13.34%
PCA	19.05%	13.80%	No Data	22.89%	20.18%	24.87%

Dashboard Progress: Hispanic or Latino

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	ELA	1,349	24.5 points below standard	Maintained 0.6 points	Orange	Orange
2023	Math	1,349	68.1 points below standard	Increased 8.9 points	Yellow	Orange

The Hispanic or Latino student group had 91.5% of the students graduate with the cohort while the state had 83.9%. The dashboard color for the student group was green for PCA and orange for the State of California. In 2023, approximately 25% of the students in the Hispanic/Latino student group graduating earned a Golden State of Seal Merit Diploma.

Graduation Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA			82.1%	80.5%	84.7%	83.9%
PCA			85.7%	85.7%	84.4%	91.5%

CAASPP STUDENT GROUP DATA: WHITE

In 2022-23, PCA had 2,592 students who were identified as White enrolled, which is 53% of the total student population. PCA's White student group has outperformed the district but under performed when

compared to the state on the CAASPP ELA and Mathematics. The Dashboard indicator color was yellow for ELA and math while the dashboard color for the state was green for ELA and yellow for math. There was no performance color assigned to the district. The student group has increased in achievement since 2017-18 with a slight change in the following two school years: 2020-21 & 2021-22 which is consistent across the state as a result of the COVID pandemic.

Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number	301	1425	2112	2237	2342	2592
Percentage	48.0%	50.9%	53.1%	52.5%	52.1%	53.0%

CAASSP ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	64.85%	65.64%	No Data	60.13%	61.36%	60.72%
Dehesa	42.50%	45.94%	No Data	38.46%	45.00%	38.46%
PCA	36.77%	47.45%	No Data	56.00%	52.17%	51.20%

CAASSP Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	53.57%	54.23%	No Data	45.48%	48.18%	49.02%
Dehesa	40.00%	45.95%	No Data	29.63%	35.00%	38.46%
PCA	20.74%	23.75%	No Data	36.66%	37.06%	36.47%

Dashboard Progress: White

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	ELA	1,349	3.6 points below standard	Maintained 2.7 points	Yellow	Green
2023	math	1,349	36.6 points below standard	Increased 7.4 points	Yellow	Yellow

The White student group had 91.6% of the students graduate with the cohort while the state had 89.7%. The dashboard color for the student group was green for PCA and orange for the State of California. We continue to focus and support students who use the 5th year to finish. In 2023, approximately 45% of the students in the White student group graduating earned a Golden State of Seal Merit Diploma.

Graduation Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA			87.8%	88.2%	90.6%	89.7%
PCA White			92.6%	85.9%	90.3%	91.6%

STUDENT GROUP: TWO OR MORE RACES

In 2022-23, PCA had 431 students who were identified as Two or More Races enrolled, which is 8.8% of the total student population. PCA's Two or More student group has underperformed when compared to

the state on the CAASPP ELA and Mathematics. The Dashboard indicator color was yellow for ELA and orange for math while the dashboard color for the state was green for ELA and yellow for math. There was no performance color assigned to the district. The student group has increased in achievement since 2017-18 with a slight change in the following two school years: 2020-21 & 2021-22 which is consistent across the state as a result of the COVID pandemic.

Enrollment

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Two or More Races	37	212	369	374	385	431
Two or More Races	5.9%	7.6%	9.3%	8.8%	8.6%	8.8%

ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	64.75%	65.74%	No Data	60.48%	59.88%	59.82%
Dehesa	43.75%	35.29%	No Data	50.00%	33.33%	< 11 students
PCA	33.24%	52.51%	No Data	58.26%	54.36%	56.29%

Mathematics	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA	54.41%	55.26%	No Data	47.41%	47.05%	48.54%
Dehesa	50.00%	29.41%	No Data	25.00%	25.00%	<11 students
PCA	13.34%	30.22%	No Data	43.58%	39.42%	41.06%

Dashboard Progress: Two or More Races

Year	Assessment	# of students	Distance from standard	Progress	PCA Dashboard Color	State Dashboard Color
2023	ELA	237	6.3 points below standard	Declined 8.5 points	Yellow	Green
2023	math	236	32.8 points below standard	Declined 8.1 points	Orange	Yellow

The Two or More Races student group had 92.9% of the students graduate with the cohort while the state had 88.5%. The dashboard color for the student group was green for PCA and orange for the State of California. We continue to focus and support students who use the 5th year to finish. In 2023, approximately 57% of the students in the Two or More Races student group graduating earned a Golden State of Seal Merit Diploma.

Graduation Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
State of CA			85.5%	85.5%	89.4%	88.5%
PCA			N/A	90.9%	N/A	92.9%

VERIFIED DATA: STAR 360 BENCHMARK ASSESSMENTS

In addition to the Dashboard and CAASPP data, charter schools in the middle- performing category can submit verified data showing either:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, PCA currently utilizes CAASPP and STAR Renaissance to meet the verified data requirement as present for the 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years.

In May 2023, the SBE updated its criteria to define "verified data" and added it to the list of valid and reliable assessments. The SBE also clarified that charter schools in the middle-performing category are not required to submit verified data with the charter in order to be renewed.

As additional support for charter renewal, assessment reports detailing the Charter School's performance on the CAASPP, Dashboard, ELPAC, and STAR are attached in Appendix G.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. The renewal petition for a middle-performing charter school like PCA may only be denied upon making written factual findings that closure of the charter school is in the best interest of pupils, among other required findings. (Education Code Section 47607.2(b)(6).) Based on all of the data and information provided above, PCA qualifies for a five-year renewal term.

Based on the "Determining Charter School Performance Category" document released by the CDE in March 2024 (included as part of Appendix G) and all of the data and information provided above, PCA qualifies for a five-year renewal term through Criterion 2. The following charts show our related data.

STAR 360	
Year	**Participation Rate**
2023-2024	Spring – 99.93%
	Winter – 100%
	Fall - 100%

2022-2023	Fall - 99.86%
	Winter - 99.84%
	Spring - 99.20%
2021-2022	Fall - 90.39%
	Winter - 83.53%
	Spring - 84.37%
2020-2021	Fall - 84%
	Winter - 81.4%
	Spring - 82.10%
2019-2020	Fall - 79%
	Spring - 71%

STAR 360 – Percentage At or Above Grade Level Proficiency by Grade Level

2019-2020 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading		
Grade Level	**Fall 2019**	**Spring 2020**
1	100%	80%
2	71%	77%
3	65%	70%
4	70%	71%
5	71%	77%
6	66%	69%
7	66%	70%
8	68%	72%
9	73%	81%

10	71%	81%
11	70%	70%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math		
Grade Level	**Fall 2019**	**Spring 2020**
1	85%	78%
2	72%	74%
3	66%	64%
4	54%	45%
5	36%	35%
6	38%	44%
7	40%	49%
8	41%	47%
9	50%	57%
10	56%	61%
11	47%	49%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy		
Grade Level	**Fall 2019**	**Spring 2020**
KN	87%	87%
1	73%	71%
2	46%	58%

2020-2021 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2020**	**Winter 20-21**	**Spring 2021**
1	92%	84%	82%
2	78%	81%	78%
3	71%	76%	67%
4	74%	74%	71%
5	74%	78%	75%
6	75%	77%	73%
7	71%	74%	72%
8	76%	75%	79%
9	72%	72%	72%
10	73%	78%	79%
11	82%	81%	76%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2020**	**Winter 20-21**	**Spring 2021**
1	90%	88%	81%
2	82%	77%	73%
3	71%	76%	58%
4	61%	57%	52%
5	39%	39%	37%
6	45%	42%	47%
7	45%	47%	45%
8	50%	54%	51%

9	48%	48%	54%
10	57%	59%	58%
11	49%	69%	61%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2020**	**Winter 20-21**	**Spring 2021**
KN	98%	97%	93%
1	78%	88%	76%
2	41%	57%	29%

2021-2022 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2021**	**Winter 21-22**	**Spring 2022**
1	95%	85%	80%
2	80%	79%	75%
3	74%	76%	68%
4	71%	72%	70%
5	72%	78%	74%
6	72%	73%	69%
7	73%	74%	75%
8	71%	68%	68%
9	72%	73%	70%
10	74%	75%	80%
11	74%	77%	76%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math

Grade Level	Fall 2021	Winter 21-22	Spring 2022
1	90%	90%	80%
2	80%	76%	73%
3	71%	68%	58%
4	63%	63%	52%
5	43%	46%	40%
6	41%	40%	41%
7	47%	52%	42%
8	45%	48%	46%
9	46%	46%	49%
10	55%	58%	58%
11	47%	58%	52%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2021**	**Winter 21-22**	**Spring 2022**
KN	94%	95%	92%
1	85%	83%	72%
2	65%	58%	53%

2022-2023 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
1	91%	86%	80%
2	74%	76%	73%
3	70%	70%	66%
4	67%	74%	70%

5	72%	73%	69%
6	73%	74%	74%
7	71%	76%	72%
8	69%	72%	72%
9	72%	74%	77%
10	77%	77%	78%
11	78%	75%	71%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
1	88%	87%	77%
2	75%	75%	71%
3	68%	72%	61%
4	60%	62%	53%
5	45%	45%	40%
6	42%	50%	46%
7	44%	49%	47%
8	39%	47%	44%
9	24%	26%	32%
10	32%	34%	43%
11	24%	35%	29%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
TK	98%	99%	99%
KN	94%	94%	94%

1	78%	82%	69%
2	51%	62%	30%

2023-2024 SCHOOL YEAR

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
1	89%	86%	77%
2	75%	74%	73%
3	71%	73%	70%
4	72%	70%	70%
5	71%	76%	73%
6	75%	73%	73%
7	74%	78%	76%
8	74%	75%	74%
9	76%	82%	78%
10	74%	79%	79%
11	80%	78%	77%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
1	85%	84%	78%
2	75%	75%	71%
3	69%	72%	66%
4	63%	61%	53%
5	47%	46%	43%

6	47%	50%	47%
7	51%	55%	55%
8	49%	54%	55%
9	34%	39%	38%
10	34%	38%	46%
11	40%	45%	42%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
TK	98%	98%	99%
KN	93%	95%	92%
1	82%	76%	66%
2	41%	29%	13%

STAR 360 – Percentage At or Above Grade Level Proficiency by Student Group

2019-2020 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading		
Student Group	**Fall 2019**	**Spring 2020**
All Students	72%	74%
American Indian or Native Alaskan	70%	65%
Asian	81%	82%
Black or African-American	65%	67%
Filipino	n/a	n/a
Hispanic or Latino	60%	58%
Middle Eastern	n/a	n/a

Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a
White	75%	78%
Declined to State	70%	79%
English Learners	32%	38%
Foster Youth	<5 students	<5 students
Homeless Students	77%	78%
Socioeconomically Disadvantaged Students	64%	65%
Students with Disabilities	42%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math		
Student Group	**Fall 2019**	**Spring 2020**
All Students	56%	56%
American Indian or Native Alaskan	36%	46%
Asian	65%	67%
Black or African-American	44%	48%
Filipino	n/a	n/a
Hispanic or Latino	47%	45%
Middle Eastern	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a
White	58%	58%
Declined to State	54%	60%
English Learners	36%	39%
Foster Youth	<5 students	<5 students

Homeless Students	50%	68%
Socioeconomically Disadvantaged Students	41%	47%
Students with Disabilities	27%	32%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy		
Student Group	**Fall 2019**	**Spring 2020**
All Students	81%	83%
American Indian or Native Alaskan	83%	78%
Asian	84%	90%
Black or African-American	80%	87%
Filipino	n/a	n/a
Hispanic or Latino	77%	79%
Middle Eastern	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a
White	81%	83%
Declined to State	87%	83%
English Learners	56%	76%
Foster Youth	<5 students	<5 students
Homeless Students	100%	100%
Socioeconomically Disadvantaged Students	72%	79%
Students with Disabilities	50%	63%

2020-2021 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**

All Students	76%	77%	75%
American Indian or Native Alaskan	72%	77%	74%
Asian	86%	92%	94%
Black or African-American	63%	68%	63%
Filipino	87%	83%	84%
Hispanic or Latino	68%	66%	61%
Middle Eastern	75%	100%	100%
Native Hawaiian or Pacific Islander	84%	65%	67%
Two or More Races	n/a	n/a	n/a
White	78%	80%	77%
Declined to State	61%	85%	75%
English Learners	40%	34%	30%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	58%	65%	57%
Socioeconomically Disadvantaged Students	69%	71%	67%
Students with Disabilities	42%	45%	49%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**
All Students	62%	62%	57%
American Indian or Native Alaskan	46%	56%	41%
Asian	85%	81%	87%
Black or African-American	46%	46%	43%
Filipino	67%	66%	58%
Hispanic or Latino	55%	55%	45%

Middle Eastern	50%	50%	40%
Native Hawaiian or Pacific Islander	55%	43%	61%
Two or More Races	n/a	n/a	n/a
White	63%	63%	60%
Declined to State	63%	59%	58%
English Learners	46%	45%	41%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	41%	50%	44%
Socioeconomically Disadvantaged Students	55%	55%	48%
Students with Disabilities	33%	32%	34%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**
All Students	91%	94%	90%
American Indian or Native Alaskan	71%	83%	89%
Asian	100%	94%	97%
Black or African-American	87%	96%	88%
Filipino	92%	93%	91%
Hispanic or Latino	90%	92%	86%
Middle Eastern	<5 students	<5 students	<5 students
Native Hawaiian or Pacific Islander	<5 students	<5 students	<5 students
Two or More Races	n/a	n/a	n/a
White	92%	94%	90%
Declined to State	100%	100%	88%
English Learners	77%	93%	83%

Foster Youth	n/a	n/a	n/a
Homeless Students	<5 students	100%	<5 students
Socioeconomically Disadvantaged Students	87%	92%	90%
Students with Disabilities	73%	85%	79%

2021-2022 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2021**	**Winter 21-22**	**Spring 2022**
All Students	74%	76%	73%
American Indian or Native Alaskan	81%	86%	62%
Asian	92%	92%	83%
Black or African-American	59%	68%	61%
Filipino	81%	83%	76%
Hispanic or Latino	60%	62%	61%
Middle Eastern	89%	86%	43%
Native Hawaiian or Pacific Islander	75%	65%	72%
Two or More Races	n/a	n/a	n/a
White	77%	78%	75%
Declined to State	74%	73%	80%
English Learners	23%	28%	27%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	38%	42%	42%
Socioeconomically Disadvantaged Students	67%	68%	66%
Students with Disabilities	46%	49%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2021**	**Winter 21-22**	**Spring 2022**
All Students	60%	62%	56%
American Indian or Native Alaskan	62%	70%	53%
Asian	85%	86%	78%
Black or African-American	47%	50%	46%
Filipino	63%	66%	55%
Hispanic or Latino	49%	46%	43%
Middle Eastern	50%	50%	57%
Native Hawaiian or Pacific Islander	59%	62%	53%
Two or More Races	n/a	n/a	n/a
White	62%	64%	58%
Declined to State	70%	70%	64%
English Learners	34%	38%	35%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	41%	42%	35%
Socioeconomically Disadvantaged Students	54%	54%	47%
Students with Disabilities	35%	33%	29%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2021**	**Winter 21-22**	**Spring 2022**
All Students	85%	88%	84%
American Indian or Native Alaskan	75%	82%	69%
Asian	97%	96%	92%
Black or African-American	80%	74%	94%

Filipino	71%	81%	92%
Hispanic or Latino	77%	82%	79%
Middle Eastern	<5 students	80%	<5 students
Native Hawaiian or Pacific Islander	100%	86%	100%
Two or More Races	n/a	n/a	n/a
White	87%	89%	84%
Declined to State	83%	93%	89%
English Learners	75%	88%	83%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	100%	83%	50%
Socioeconomically Disadvantaged Students	80%	86%	82%
Students with Disabilities	61%	60%	42%

2022-2023 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	73%	75%	72%
American Indian or Native Alaskan	66%	71%	72%
Asian	84%	84%	82%
Black or African-American	57%	59%	53%
Filipino	81%	81%	74%
Hispanic or Latino	60%	64%	63%
Middle Eastern	80%	80%	83%
Native Hawaiian or Pacific Islander	79%	55%	65%
Two or More Races	n/a	n/a	n/a

White	76%	77%	75%
Declined to State	69%	75%	77%
English Learners	36%	32%	32%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	58%	58%	59%
Socioeconomically Disadvantaged Students	68%	71%	67%
Students with Disabilities	47%	50%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	56%	59%	54%
American Indian or Native Alaskan	51%	51%	52%
Asian	76%	77%	69%
Black or African-American	38%	40%	35%
Filipino	59%	65%	47%
Hispanic or Latino	44%	46%	38%
Middle Eastern	41%	47%	53%
Native Hawaiian or Pacific Islander	62%	53%	48%
Two or More Races	n/a	n/a	n/a
White	58%	62%	57%
Declined to State	64%	63%	64%
English Learners	32%	40%	31%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	29%	33%	30%
Socioeconomically Disadvantaged Students	47%	50%	44%

Students with Disabilities	30%	34%	30%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	85%	88%	88%
American Indian or Native Alaskan	67%	67%	80%
Asian	83%	93%	95%
Black or African-American	83%	93%	91%
Filipino	85%	100%	100%
Hispanic or Latino	79%	85%	84%
Middle Eastern	86%	80%	75%
Native Hawaiian or Pacific Islander	90%	90%	60%
Two or More Races	n/a	n/a	n/a
White	87%	89%	88%
Declined to State	87%	82%	97%
English Learners	76%	77%	80%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	100%	50%	83%
Socioeconomically Disadvantaged Students	81%	86%	85%
Students with Disabilities	56%	63%	52%

2023-2024 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	74%	76%	74%

American Indian or Native Alaskan	81%	69%	67%
Asian	86%	86%	87%
Black or African-American	63%	67%	62%
Filipino	77%	81%	76%
Hispanic or Latino	65%	68%	64%
Middle Eastern	76%	75%	59%
Native Hawaiian or Pacific Islander	72%	85%	78%
Two or More Races	n/a	n/a	n/a
White	76%	77%	76%
Declined to State	80%	80%	76%
English Learners	30%	36%	28%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	61%	62%	63%
Socioeconomically Disadvantaged Students	69%	72%	70%
Students with Disabilities	48%	48%	48%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	59%	61%	57%
American Indian or Native Alaskan	57%	47%	50%
Asian	78%	76%	73%
Black or African-American	43%	46%	42%
Filipino	62%	59%	64%
Hispanic or Latino	48%	50%	48%
Middle Eastern	44%	63%	50%

Native Hawaiian or Pacific Islander	56%	66%	61%
Two or More Races	n/a	n/a	n/a
White	62%	63%	59%
Declined to State	63%	68%	62%
English Learners	32%	32%	34%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	33%	40%	31%
Socioeconomically Disadvantaged Students	52%	54%	50%
Students with Disabilities	34%	37%	33%

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STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	87%	89%	89%
American Indian or Native Alaskan	77%	73%	73%
Asian	98%	98%	96%
Black or African-American	81%	93%	93%
Filipino	89%	100%	92%
Hispanic or Latino	80%	85%	84%
Middle Eastern	60%	83%	<5 students%
Native Hawaiian or Pacific Islander	71%	75%	89%
Two or More Races	n/a	n/a	n/a
White	88%	90%	90%
Declined to State	91%	82%	85%
English Learners	64%	83%	86%
Foster Youth	<5 students	<5 students	<5 students%

Homeless Students	67%	100%	83%
Socioeconomically Disadvantaged Students	84%	86%	84%
Students with Disabilities	50%	61%	58%

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. - California Education Code Section 47605(c)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."- California Education Code Section 47605(c)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. -California Education Code Section 47605(c)(5)(A)(iii).

MISSION STATEMENT

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate

The Charter School served 5,350 students in grades TK-12 during the 2022-2023 school year. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from San Diego County where the school is located, although our demographics are dependent on demand from families in the communities we serve. Since Pacific Coast Academy is a non-classroom based, Independent Study program it is entitled to enroll students throughout San Diego and adjacent counties. Pacific Coast Academy will monitor enrollment by sub-group. When sub-groups are underrepresented, Pacific Coast Academy will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance the charter school's demographics.

PCA is designed to meet the needs of many different types of students:

- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with a personalized learning environment that can meet an individual student's unique needs.

Projected Six-Year Growth Plan

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Projected Enrollment & ADA by Grade						
TK	272	280	283	287	291	295
K	553	568	576	584	591	599
1st Grade	515	529	536	544	551	558
2nd Grade	563	579	586	594	602	610
3rd Grade	533	548	555	563	570	577
4th Grade	567	583	591	598	606	614
5th Grade	516	530	537	545	552	559
6th Grade	466	479	485	492	498	505
7th Grade	424	436	442	447	453	459
8th Grade	348	358	362	367	372	377
9th Grade	210	216	219	222	225	227
10th Grade	162	166	169	171	173	175
11th Grade	162	166	169	171	173	175
12th Grade	127	131	132	134	136	138
Total Projected Enrollment	**5,418**	**5,568**	**5,643**	**5,718**	**5,793**	**5,869**
Average Daily Attendance (ADA)						
ADA %	98%	98%	98%	98%	98%	98%
Total ADA	**5,309.64**	**5,456.64**	**5,530.14**	**5,603.64**	**5,677.14**	**5,751.79**

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st Century will be proficient in Common Core State Standards (“CCSS”) and California Content Standards (“CSS”), including Next Generation Science Standards, and will also be proficient in the use of technology. By doing schoolwork online, including numerous technology-based applications that PCA uses to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic

mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. The Charter School employs personalized learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

Pacific Coast Academy shares the vision of Partnership for 21st Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21st Century. Pacific Coast Academy's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

Communication

Pacific Coast Academy students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We achieve this through group projects, clubs, and student- and teacher-initiated meetings.

Collaboration

Pacific Coast Academy students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We achieve this through collaborative science fair projects, group web-conference sessions, and student groups such as National Honor Society.

Critical Thinking

Pacific Coast Academy students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in a rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.

Creativity

Pacific Coast Academy students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st Century communities and workplaces. As P-21 indicates, students with these skills are ready to "successfully face rigorous higher education coursework, career challenges and globally competitive workforces." The 4Cs are embedded in the CCSS and CCS and in Pacific Coast Academy's instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Pacific Coast Academy embeds collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distances to accomplish their projects. As a result, it is

Pacific Coast Academy's aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21st Century:

- Proficiency in California-adopted CCSS and CCS.
- Communication skills.
- Problem solving skills.
- Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21's findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

HOW LEARNING BEST OCCURS

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

EDUCATIONAL PROGRAM

Overview

Pacific Coast Academy prides itself on the proficiency-based learning model being implemented through instructional programs. Pacific Coast Academy provides the following instructional programs as options for students to have a truly personalized education:

- Biliteracy

- Choice Plus
- Designated ELD instruction
- Elevate
- Spark
- Published curriculum

Biliteracy Program

The Biliteracy Program at Pacific Coast Academy affirms and respects the home languages and cultures of our multilingual students. The Biliteracy Program Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English. There are three options to choose from.

- Biliteracy Recognition Program: **Home Language Option** - This program has been established to recognize students in grades 3-8 who have expressed interest in continuing to work towards proficiency in speaking, listening, reading, and writing in their home language.
- Biliteracy Recognition Program: **Biliteracy Participation Program** - This option has been established to recognize students in grades 3-8 who have expressed an interest in working toward proficiency in speaking, listening, reading, and writing in one or more world languages, in addition to English.
- Biliteracy Recognition Program: **Biliteracy Attainment Program** - This option has been established to prepare students in grade 8 who have expressed an interest in working toward the attainment of the State Seal of Biliteracy upon graduating from high school.

Choice Plus Program

The Choice Plus program allows families to custom-design a program using parent-choice curricular materials and classes that fit their students' specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CA state and Common Core standards checklists ("I Can" Statements for grades TK-8 or high school course outlines) to verify course completion. Synchronous learning opportunities include Spark classes and Elevate Learning Labs.

The Adopted Curriculum Program

The adopted curriculum program provides online or textbook-based materials from Redbird (McGraw Hill), Edgenuity, K12, or ALEKS. Students also have the option to participate in Choice Plus Academy classes, which provide synchronous online direct instruction. The Edgenuity program provides a flexible online learning platform with support from PCA's subject-area teachers. Students may use a combination of parent-choice and adopted materials and classes.

The Designated ELD instruction program provides synchronous, online direct instruction 2 hours a week. The teacher led program provides a rigorous and

Our instructional program employs online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent

study program to address the diverse needs of the student population and connect learning to student interests and learning styles. PCA teachers lead students through specific learning tasks to demonstrate mastery of each subject. PCA high school teachers hold daily office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

For students in grades 9th-12th, all core courses are a-g approved. Student-athletes have the option to complete NCAA-approved coursework. PCA also offers CTE and AP coursework.

Students in grades 9-12 are required to meet minimum graduation requirements, but are encouraged to pursue “a-g”/college bound student requirements. An individualized graduation plan is created for all high school students, with the default plan meeting “a-g”/college bound student requirements. All “core” courses are “a-g” approved, and our school offers an extensive list of electives to support students in pursuing their individualized goals.

Graduation Requirements

For students who plan to apply to a community college, start a job, join the armed forces, or enter a professional certificate program right after high school graduation, meeting the minimum graduation requirements gives students greater flexibility in the classes they take and allows students to explore individual interests. The governing board of PCA may amend the school’s graduation requirements during the term of the charter in order to comply with applicable laws or based on student or program need.

History	6 semester courses – 30 credits
English	6 semester courses – 30 credits
Math	4 semester courses – 20 credits
Science	4 semester courses – 20 credits
Visual & Performing Arts / World Language / CTE	2 semester courses – 10 credits
Electives	18 semester courses – 90 credits
Total =	**200 credits**

* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / History must include US History, World History, Government, and Economics *

A-G/College-Bound Students

For students who plan to apply to a 4-year college right after high school graduation.

Students must complete courses with no grade lower than a C. Students may need to take the SAT or ACT before applying to a 4-year college. Students should also check the individual entrance requirements for their school of choice.

A-G Graduation Requirements		
A	History	6 semester courses – 30 credits
B	English	8 semester courses – 40 credits
C	Mathematics	6 semester courses – 30 credits
D	Laboratory Science	4 semester courses – 20 credits
E	World Language	4 semester courses – 20 credits
F	Visual & Performing Arts	2 semester courses – 10 credits
G	College Prep Electives	10 semester courses – 50 credits
	Total =	**200 credits**

* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / History must include US History, World History, Government, and Economics / World Language must be the same language / Visual & Performing Arts must be the same *

Instructional opportunities are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans.
- Online and textbook options have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional support.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to PCA with particular needs that may not be addressed in traditional school settings, and PCA's individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum.

Personalized Support

PCA supports parents/guardians in how to support students without doing work for them by providing tips, workshops and training in effective parent support.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with their teacher several times a week for personalized one-on-one support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed three times per year with the Star 360 assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics help teachers and schools determine how students are performing on important ELA and Math skills.

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, are scheduled between the student, parent, and teacher of record. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Zoom will be scheduled. PCA monitors student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers review student work in front of the parent and student in meetings. Teachers review student progress and formative assessments on an ongoing basis. The teacher of record emails each family a regular newsletter, progress reports, school information and other pertinent communication on a regular basis.

PCA teachers create Assignment and Work Record (AWR) reports for students each Learning Period. These reports describe the content standards to be completed during a specified time frame and can be modified at any time. For example, students will be taking a STAR 360 benchmark diagnostic assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subjects. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades TK-11 take this assessment in the Fall, Winter, and Spring.

The curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day and although the student is encouraged to complete a certain number of lessons per week, as assigned on their learning plan, there is time for re-teaching and re-learning as

needed which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through web-conference, which are powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries, and the student's place of residence.

Record Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports are available at any time online to PCA administrators. This valuable information can be used to inform instruction and guide in the creation of Assignment and Work Record reports. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-Based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in PCA's curricula and instruction. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in online curricula receive instant feedback on their level of proficiency of these learning objectives.
- Curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provide learning objectives at the lesson and/or unit level.
- Curricula challenge students to generate and test hypotheses in science labs and experiments.
- Many PCA curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-Based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially, and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at their own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: "Equal or Better": "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning." (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching." (p. 25) Today's students are different from yesterday's. The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers."
    - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).

- 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

PACIFIC COAST ACADEMY COURSES

Pacific Coast Academy provides an extensive list of courses including electives and foreign language are offered to students who enroll in Pacific Coast Academy. Every course offered by Pacific Coast Academy, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix D.

TK-8 Curriculum

PCA students in grades TK-8 enroll in a custom-designed instructional pathway. This instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula are aligned to CCSS and CSS, including Next Generation Science Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students may read novels from a list of classics, reflect, and answer comprehension questions with in-depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In TK-8, each student is assigned to one teacher who manages the student's AWR, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods used to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the story in history. The history includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix D.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed.

High School Curriculum

PCA students in high school may enroll in coursework in a variety of curricula. All core courses are “a-g” approved. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to CCSS and CSS, including Next Generation Science Standards. Courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. Students develop critical thinking skills through challenging tasks, with scaffolding and support provided as necessary to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students’ critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each

unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. All courses include virtual lab activities that include lab reports. These labs fulfill the UC “a-g” requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

PCA’s coursework options in math, science, English, social studies/history, world language, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, and acceleration. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction, and meetings as needed. Students have daily opportunities to attend office hour support from qualified content teachers. Detailed course descriptions are attached in Appendix D.

ATTENDANCE GUIDELINES

Pacific Coast Academy offers at least the minimum number of instructional days per year required by law and expects students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. A copy of the Charter School's 2023-2024 academic calendar is attached as Appendix C.

Independent Study Legal Compliance

The Charter School complies with all applicable independent study laws including but not limited to California Education Code Sections 51744, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that the Charter School operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find the Charter School's independent study policy.

Flexible Scheduling

Students taking multiple courses have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Pacific Coast Academy.

Through the Management Systems in the online pathways, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow students to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can start and finish anytime.

A DAY IN THE LIFE OF A CHARTER SCHOOL STUDENT

The student below has completed a seven-hour day, working in their Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between schoolwork and other responsibilities.

8:00 - 8:45 AM. You get up and log onto your K12 or Edgenuity website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 AM. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 AM – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 PM. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions, and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, and you think to yourself, "This is going to be the best research paper I've ever completed."

12:00 - 1:00 PM. You meet friends for lunch.

1:00 - 2:00 PM. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and the relevance of different websites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 PM. You log onto the Edgenuity website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 PM. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

TECHNOLOGY/ENRICHMENT SUPPORT

The Charter School provides each student with an allowance of funds that can be used towards technology, approved curriculum, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that may include a laptop, desktop, tablet, printer, and/or software.

Pacific Coast Academy supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to be considered for addition to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, science labs, tutoring, skill building to online programs, supplemental textbooks, or other educational materials. All non-consumable resources must be returned to the school, so they can be checked out to other students.

In some cases, where the school is able to negotiate a better than fair market value of set services from a vendor for a whole year of weekly enrichment as a year-long package, it will do so only on three conditions. First the school will conduct an evaluation of the vendor's services, to ensure they are of the highest educational value and quality. Second, the fair market cost of set services is lower than if the family took a cafeteria approach with the same or similar vendor. Third, the vendor achieves a yearly status of Meets Expectations or Exceeds Expectations on all criteria areas with no more than two marks of Needs Improvement on their Annual Spring Evaluation by the Charter School.

TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

Course Transferability

The Charter School applied for WASC accreditation in Spring 2017, and was granted initial accreditation. PCA is currently accredited through June 30th, 2027, and we will participate in a one-day mid-cycle progress visit during the 2023-2024 school year. High school courses meet "a-g" requirements. The Charter School informs parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook. All students and parents/guardians are required to review the handbook and confirm review on a yearly basis. In addition to the A-G UC/CSU approved course list that is included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes are updated on an annual basis.

The table below displays Pacific Coast Academy's current high school grade-level courses (with honors/AP options):

Subject Area	9th	10th	11th	12th
English	English 9 A/B (honors available)	English 10 A/B (honors available)	English 11 A/B (honors available) AP English Language and Composition A/B	English 12 A/B (honors available) AP English Language and Composition A/B
Math	Algebra 1 A/B	Geometry A/B	Algebra 2 A/B	Pre-Calculus A/B (honors available)
Science (with labs)	Biology A/B (honors and AP available) Earth Science A/B	Chemistry A/B (honors available)	Physics A/B (honors available)	AP
Social Studies		World History A/B (honors and AP available)	US History A/B (honors and AP available)	Government (honors and AP available) Economics
Visual/Performing Arts	VPA A/B			
World Language	World Language Level I	World Language Level II	World Language Level III	AP World Language
Electives	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Students who are academically low achieving are identified by Charter School teachers and staff through ongoing progress monitoring, work samples, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School utilizes the

Multi-Tiered System of Support model to provide multiple levels of support to all learners, especially those significantly below grade level. Pacific Coast Academy staff implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning for all students in need of Tier 1 support. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. In addition, teachers can also refer students to work in web-based learning tools (i.e., MobyMax, IXL, Reading Eggs, Math Seeds, etc.) targeted to the student's needs based on the STAR 360 diagnostic screener.

Pacific Coast Academy students have class options which allow them to move at their own pace, allowing them flexibility and time to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a Pacific Coast Academy teacher content specialist. Literacy development is supported, for below proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition. The high school department has also developed a very robust academic support program that provides more targeted and intensive support for students in need of Tier 2 or 3 level intervention.

The Charter School provides support to parents/guardians through our Parent Engagement Program which include virtual workshops and training on various academic, social emotional, mental wellness topics to support student needs. In addition, teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources during and outside of Learning Period meetings.

To support students who are in need of Tier 2 (targeted) and Tier 3 (intensive) intervention, teachers have many options including but not limited to small-group or one-on-one support provided directly by the teacher in a virtual setting, referring them to one of the Tier 2 or Tier 3 intervention programs offered by the school, and/or initiating the Student Study Team (SST) process.

Students who are identified as struggling readers in need of a higher tier of intervention are referred to asynchronous and/or synchronous programs offered through the Student Support and Intervention Department. The asynchronous programs include the use of multimedia phonics or reading software programs called Reading Horizons, Lexia Core5, or Lexia PowerUp. The curricula along with guided support, instructional strategies, progress monitoring, and benchmark assessments from teachers to provide students with the necessary skills to become proficient readers. The synchronous program is a small group targeted intervention called Outstanding Direct Instruction (ODI) Reading or Reading ODI. The program has adopted the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Voyager Passport as the curricula for the program. An interventionist provides direct instruction of the adopted curricula twice a week in a virtual small group setting and assigns additional phonics or reading practice to be completed by the parent/learning coach for the other three days. The interventionist along with the students' teachers use the curricula measuring tools and Star CBM to measure progress in regular intervals.

Students who are in need of a higher tier of math intervention will be referred to asynchronous and/or

synchronous programs offered through the Student Support and Intervention Department. The asynchronous programs include the use of VMathLive or monitored IXL. The curricula along with guided support, instructional strategies, progress monitoring, and benchmark assessments from teachers provide students with the necessary foundational math skills. The synchronous program is a small group targeted intervention called Outstanding Direct Instruction (ODI) Math or Math ODI. The program has adopted Voyager VMath as the curriculum for the program. An interventionist provides direct instruction of the adopted curricula twice a week in a virtual small group setting and assigns additional math practices to be completed asynchronously in VMathLive. The interventionist along with the students' teachers use the curricula measuring tools and Star CBM to measure progress in regular intervals.

If a student is struggling with any subject, we assemble our SST team and evaluate the student using STAR 360 to evaluate reading and math skills and also evaluate any student work and parent feedback. Parents/guardians of low-achieving students are included in the development of strategies to meet the specific needs of the student. From this point, we ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team reassembles and devises a plan to address their individual needs that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as MobyMax, IXL, Reading Horizons, and concentrated tutoring in a virtual classroom with the student's teacher. Using adaptive screeners and diagnostics provides students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student needs.

As SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

If the problem continues after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Students who are performing above grade level are identified by PCA teachers through ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above-grade-level students may also take advantage of Honors and Advanced Placement courses. Most of our

courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They push students to work to their abilities. Students are able to use problem-solving skills and work collaboratively with peers and adults. Parents/guardians and teachers work together to engage and appropriately challenge the student.

PLAN FOR ENGLISH LEARNERS

The Charter School meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School implements strategies for serving English Learners which are research-based and evaluated annually for effectiveness.

Home Language Survey

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be assessed using the English Language Proficiency Assessments for California (“ELPAC") within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC (Summative ELAPC Overall Performance Level 4; Summative Alternate ELPAC Performance Level 3).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of

parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBAC performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support Pacific Coast Academy offers students benefits English Learners in serving their individual needs as well.

EL students will receive additional support to include both Integrated and Designated English Language Development. Integrated-ELD support from teachers will include utilizing instructional strategies to help ensure that students who are English Learners are achieving academically. Assistance may also include working with the core course instructor(s) to ensure the students receive the help they need to increase their English language development and be successful in their courses. Designated-ELD will be provided through the regular use of Designated EL Curriculum, Live ELD class options, and EL Support Office Hours. Designated-ELD offers support in vocabulary development and comprehension outside of the student's core courses.

Support is centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other ELL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing English Learners hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The Director of School Support and Senior Director evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

PLAN FOR SERVING STUDENTS WITH DISABILITIES

Overview

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School follows applicable laws that only permit students in special education to participate in independent study programs if their IEPs allow for it. Also pursuant to California law, Pacific Coast Academy admits all students in special education who apply and will make a determination within thirty (30) days as to if Pacific Coast Academy is the correct placement for the student to make progress toward their IEP.

The Charter School is a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Pacific Coast Academy is a member of the El Dorado County Charter Special Education Local Plan Area.

The SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director of Student Support and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504.

The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by appropriately qualified personnel.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SERVICES FOR STUDENTS UNDER THE "IDEIA"

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA.

Staffing

As an LEA, Pacific Coast Academy provides and/or procures and manages all activities related to assessment, individualized education program (IEP) development, and service provision. Pacific Coast

Academy's special education department coordinates and provides special education services, including compliance monitoring and maintenance of LEA responsibilities, and contracts for services as needed to ensure the provision of all services required by the IEPs of Pacific Coast Academy students. PCA has a variety of special education staff to meet the needs of students, including mild/mod and mod/severe education specialists, paraprofessionals, speech therapists, occupational therapists, school nurses, adaptive physical education teachers, and school psychologists.

To ensure that all students receive appropriate services, Pacific Coast Academy primarily uses the aforementioned staff to support students and uses service delivery methods appropriate to a learning model that meets individual student needs. There are various times, however, that PCA contracts with various Non-Public Agencies (NPA) certified by the California Department of Education to support students with IEPs. This often occurs, for example, when students require in-person services, allowing students to receive services near their homes.

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff regularly participate in all mandatory and recommended SELPA in-service training relating to special education.

Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

Identification and Referral

The Charter School has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. The special education department regularly collaborates with PCA's Student Services department, which provides student support through various intervention strategies and programs to general education students requiring additional support.

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in

question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

IEP Meetings

The Charter School arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School is responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, school psychologist, and behavior specialist, etc.; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to its IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

The Charter School responds to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for implementation of the IEP pursuant to its own LEA policies and SELPA policies. As part of this responsibility, the Charter School provides the parents/guardians with timely reports on the student’s progress as provided in the student’s IEP, and at least as frequently as progress reports are provided for the Charter School’s general education students. The Charter School provides for additional materials and supports, including assistive technology devices, based on individual IEP team recommendations.

PCA serves students with a wide range of needs. PCA contracts with various non-public agencies in certain situations, such as some in-person services and/or low incidence supports (ex. deaf/blindness).

The chart below shows the range of disabilities and corresponding services that may be provided to individual students based upon their particular and specific need:

Disability Category	Definition	Examples of Common Special Education Services Provided
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Behavior Services, School Psychologist
Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems	Pupil Counseling, Behavior Services, School Psychologist
Intellectual Disabilities	Significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.	Specialized Academic Instruction, Behavior Services, School Psychologist
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education
Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.	Occupational Therapy, Physical Therapy, Adaptive Physical Education, Specialized Academic Instruction
Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.	Specialized Academic Instruction, Behavior Services, School Psychologist

Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	Speech and Language Pathologists / Assistant Pathologists
Deaf, Blindness, Hearing / Visual Impairment	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

The table above is merely an example of potential instruction and services that students may receive for purposes of illustration. Please note services that cannot be provided virtually by school special education staff or contracted non-public agencies will be provided in-person by school special education staff at an appropriate location near the student's home.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students who enroll in the Charter School with a current IEP from another LEA member of the SELPA within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired or contracted by the Charter School. Pacific Coast Academy will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free appropriate public education.

ANNUAL GOALS FOR THE STATE PRIORITIES

Pacific Coast Academy has created a list of goals and actions that align to the state priorities as applicable to the grade levels served by the schools and as applicable to charter schools. Pacific Coast Academy's annual goals are as follows:

STATE PRIORITY 1: BASIC (CONDITIONS OF LEARNING)

Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities.

ANNUAL GOAL 1A, 2025-26 through 2029-30. All students, English learner subgroup: All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners as required by California Education Code for Independent Study programs.

- ANNUAL ACTION 1Ai, 2025-26 through 2029-30: Advertise teacher job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.
- ANNUAL ACTION 1Aii, 2025-26 through 2029-30: Designate administrative staff to monitor validity of teacher credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to the Executive Director.

ANNUAL GOAL 1B, 2025-26 through 2029-30 (same each year). All students, English learner subgroup: Each student, including English learners, has standards-aligned instructional materials in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- ANNUAL ACTION 1Bi, 2025-26 through 2029-30: Order standards-based textbooks or other instructional materials each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.
- ANNUAL ACTION 1Bii, 2025-26 through 2029-30: Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to students at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.

ANNUAL GOAL 1C, 2025-26 through 2029-30 (same each year). All students: The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as described in subdivision (d) of Education Code Section 17002.

- ANNUAL ACTION 1Ci, 2025-26 through 2029-30. Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.
- ANNUAL ACTION 1Cii, 2025-26 through 2029-30. Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.
- ANNUAL ACTION 1Ciii, 2025-26 through 2029-30. Make changes, based on the above review.

STATE PRIORITY 2: STATE STANDARDS (CONDITIONS OF LEARNING)

Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners:

ANNUAL GOAL 2A, 2025-26 through 2029-30. All students: All teachers of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- ANNUAL ACTION 2Ai, 2025-26 through 2029-30: Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- ANNUAL ACTION 2Aii, 2025-26 through 2029-30: Use standards-based progress reports.
- ANNUAL ACTION 2Aiii, 2025-26 through 2029-30: Ensure Senior Directors monitor lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

ANNUAL GOAL 2B, 2025-26 through 2029-30. English learner subgroup: Ensure that teachers implement instruction in a manner that gives English learner students access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development.

- ANNUAL ACTION 2Bi, 2025-26 through 2029-30: Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- ANNUAL ACTION 2Bii, 2025-26 through 2029-30: Design protocols for monitoring progress toward English proficiency, including the use of ELD AWRs.
- ANNUAL ACTION 2Biii, 2025-26 through 2029-30: Ensure that instructional materials for ELL students and curriculum frameworks and standards are aligned.
- ANNUAL ACTION 2Biv, 2025-26 through 2029-30: Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- ANNUAL ACTION 2Bv, 2025-26 through 2029-30: Provide daily, dedicated and leveled English Language Development instruction with periodic progress monitoring of EL students.

ANNUAL GOAL 2C, 2025-26 through 2029-30. English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- ANNUAL ACTION 2Ci, 2025-26 through 2029-30: Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content

standards by English learner students.

- ANNUAL ACTION 2Cii, 2025-26 through 2029-30: Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, include frequent use of graphic organizers, amongst other teaching strategies.
- ANNUAL ACTION 2Ciii, 2025-26 through 2029-30: Provide reading material at or near students' English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support students' access to the content areas.
- ANNUAL ACTION 2Civ, 2025-26 through 2029-30: Provide supplemental reading material in students' native language, to support content provided in English.
- ANNUAL ACTION 2Cv, 2025-26 through 2029-30: Provide verbal support in students' native language and/or in English when necessary.

STATE PRIORITY 3: PARENT INVOLVEMENT (ENGAGEMENT)

Parent Involvement (Engagement) in school site decisions, including parental participation in programs for unduplicated pupils and EL students.

- ANNUAL ACTION 3, 2025-26 through 2029-30: Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students, English learner students and numerically significant subgroups.

STATE PRIORITY 4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES) AS MEASURED BY ALL OF THE FOLLOWING:

Mandated Statewide Assessments

ANNUAL GOAL 4A, 2025-26 through 2029-30. All students and numerically significant subgroups: Increase the percentage of students moving up by at least one achievement band (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded) on SBACs, CAPA, and CMA in English-Language Arts and Mathematics by an average of 2% every year.

- ANNUAL ACTION 4Ai, 2025-26 through 2029-30: Establish a strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- ANNUAL ACTION 4Aii, 2025-26 through 2029-30: Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- ANNUAL ACTION 4Aiii, 2025-26 through 2029-30: Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- ANNUAL ACTION 4Aiv, 2025-26 through 2029-30: Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

The LCAP Evaluation Rubric

ANNUAL GOAL 4B, 2025-26 through 2029-30. All students and numerically significant subgroups: Achieve subgroup goals, for any subgroups that are numerically significant. Baseline data will be established in 2024-25 and subgroups will continue to increase by 2% each year to close the achievement gap.

- ANNUAL ACTION 4Bi, 2025-26 through 2029-30: Establish a strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- ANNUAL ACTION 4Bii, 2025-26 through 2029-30: Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- ANNUAL ACTION 4Biii, 2025-26 through 2029-30: Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- ANNUAL ACTION 4Biv, 2025-26 through 2029-30: Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

UC/A-G/Career Readiness

ANNUAL GOAL 4C, 2025-26 through 2029-30. All students and numerically significant subgroups: Provide programming to students (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- ANNUAL ACTION 4Ci, 2025-26 through 2029-30: Identify instructional goals in UC A-G/career readiness for students and parents by grade level.
- ANNUAL ACTION 4Cii, 2025-26 through 2029-30: Monitor and analyze the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher, and the percentage of pupils who demonstrate college preparedness (e.g., the school's performance on the College/Career indicator on the Dashboard.)
- ANNUAL ACTION 4Ciii, 2025-26 through 2029-30: Continue to implement and refine programming for high school students and parents.
- ANNUAL ACTION 4Civ, 2025-26 through 2029-30: Continue to implement and refine programming for elementary and middle school students and parents.

Progress Toward English Proficiency

ANNUAL GOAL 4D, 2025-26 through 2029-30. English learner students: Increase the percentage of students enrolled in the school for at least two years who move up at least one ELD level per year by 2% annually.

- ANNUAL ACTION 4Di, 2025-26 through 2029-30: Establish a strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.

- ANNUAL ACTION 4Dii, 2025-26 through 2029-30: Implement formative and summative assessments to monitor the progress of English learner students.
- ANNUAL ACTION 4Diii, 2025-26 through 2029-30: Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- ANNUAL ACTION 4Div, 2025-26 through 2029-30: Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

The English Learner Reclassification Rate

ANNUAL GOAL 4E, 2025-26 through 2029-30. English learner students: Improve the reclassification rate among students enrolled in the school for at least two years by at least 3% annually.

- ANNUAL ACTION 4Ei, 2025-26 through 2029-30: Establish a strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- ANNUAL ACTION 4Eii, 2025-26 through 2029-30: Implement formative and summative assessments to monitor the progress of English learner students.
- ANNUAL ACTION 4Eii, 2025-26 through 2029-30: Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- ANNUAL ACTION 4Eiv, 2025-26 through 2029-30: Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

STATE PRIORITY 5: PUPIL ENGAGEMENT (ENGAGEMENT)

School Attendance Rates

ANNUAL GOAL 5A, 2025-26 through 2029-30. All students and numerically significant subgroups: Achieve an attendance rate of 95% or higher.

- ANNUAL ACTION 5Ai, 2025-26 through 2029-30: Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- ANNUAL ACTION 5Aii, 2025-26 through 2029-30: Provide targeted intervention for students with lower than average attendance and their families.
- ANNUAL ACTION 5Aiii, 2025-26 through 2029-30: Provide positive incentives for students to maintain high attendance.

Chronic Absenteeism Rates

ANNUAL GOAL 5B, 2025-26 through 2029-30. All students and numerically significant subgroups: Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- ANNUAL ACTION 5Bi, 2025-26 through 2029-30: Once families have been through low attendance

interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.

- ANNUAL ACTION 5Bii, 2025-26 through 2029-30: Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2025-26 through 2029-30. All students and numerically significant subgroups: Refine strategies designed to reduce chronic absenteeism rate.

- ANNUAL ACTION 5Bi, 2025-26 through 2029-30: Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- ANNUAL ACTION 5Bii, 2025-26 through 2029-30: Refine community partnerships to support families and to incentivize improvement, including referrals to law enforcement to impose sanctions on parents of chronically absent students.
- ANNUAL ACTION 5Biii, 2025-26 through 2029-30: Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

Middle School and High School Dropout Rates

ANNUAL GOAL 5C, 2025-26 through 2029-30. All students and numerically significant subgroups: Develop relationships and implement strategies with students likely to drop out and their families.

- ANNUAL ACTION 5Ci, 2025-26 through 2029-30: Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan.
- ANNUAL ACTION 5Cii, 2025-26 through 2029-30: Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.
- ANNUAL GOAL 5C, 2025-26 through 2029-30: All students and numerically significant subgroups. Refine strategies designed to lower the middle school and high school dropout rates.
- ANNUAL ACTION 5Ci, 2025-26 through 2029-30: Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- ANNUAL ACTION 5Cii, 2025-26 through 2029-30: Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.
- ANNUAL ACTION 5Ciii, 2025-26 through 2029-30: Search for innovative promising practices tried elsewhere to reduce the incidence of school dropout.

STATE PRIORITY 6: SCHOOL CLIMATE (ENGAGEMENT)

Pupil Suspension Rates

ANNUAL GOAL 6A, 2025-26 through 2029-30. All students and numerically significant subgroups: Implement strategies designed to lower rates of pupil suspensions for all students and for numerically significant subgroups serving comparable grade levels.

- ANNUAL ACTION 6Ai, 2025-26 through 2029-30: Establish clear expectations for student conduct

and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.

- ANNUAL ACTION 6Aii, 2025-26 through 2029-30: Annually, refine expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.
- ANNUAL ACTION 6Aiii, 2025-26 through 2029-30: Provide initial training and on-the-job support for all instructional staff and student supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- ANNUAL ACTION 6Aiv, 2025-26 through 2029-30: Refine training and support for instructional staff and student supervision staff to improve a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- ANNUAL ACTION 6Av, 2025-26 through 2029-30: Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan.
- ANNUAL ACTION 6Avi, 2025-26 through 2029-30: Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.
- ANNUAL ACTION 6Avii, 2025-26 through 2029-30: Implement curricula to increase student decision-making skills.
- ANNUAL ACTION 6Aviii, 2025-26 through 2029-30: Refine the above actions annually.

Pupil Expulsion Rates

ANNUAL GOAL 6B, 2025-26 through 2029-30. All students and numerically significant subgroups: Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- ANNUAL ACTION 6Bi, 2025-26 through 2029-30: Establish services for students at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.
- ANNUAL ACTION 6Bii, 2025-26 through 2029-30: Annually, identify students at risk for expulsion, including students who are habitually truant or habitually disruptive, and develop, implement, and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.
- ANNUAL ACTION 6Biii, 2025-26 through 2029-30: For students at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.
- ANNUAL ACTION 6Biv, 2025-26 through 2029-30: Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.

Other Local Measures, Including Surveys of Pupils, Parents and Teachers on Sense of Safety and School Connectedness

ANNUAL GOAL 6C, 2025-26 through 2029-30. All students and numerically significant subgroups: Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness on annual stakeholder surveys.

- ANNUAL ACTION 6Ci, 2025-26 through 2029-30: Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both students and educators, thereby enabling a community oriented toward problem solving.
- ANNUAL ACTION 6Cii, 2025-26 through 2029-30: Establish explicit expectations and norms for how students and adults will treat one another.
- ANNUAL ACTION 6Ciii, 2025-26 through 2029-30: Provide training and on-the-job support to capacitate instructional staff and student supervision staff to support students to achieve expectations and norms and to put into practice their developing social-emotional skills.
- ANNUAL ACTION 6Civ, 2025-26 through 2029-30: Use class meetings and other appropriate strategies, including facilitation of student-driven leadership, to address hurtful social dynamics and other patterns that may undermine students' sense of safety and school connectedness.
- ANNUAL ACTION 6Cv, 2025-26 through 2029-30: Provide targeted intervention to students demonstrating high levels of antisocial behavior.
- ANNUAL ACTION 6Cvi, 2025-26 through 2029-30: Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.

STATE PRIORITY 7: COURSE ACCESS (CONDITIONS OF LEARNING)

Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable.

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: OTHER PUPIL OUTCOMES

Other Pupil Outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable.

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

Additional goals and annual actions to achieve those goals can be found in PCA's LCAP, which is updated annually in accordance with applicable law. The Charter School complies with Education Code Section 47606.5 in the development of its LCAP, including the requirement to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public. The Charter School will present a report on the LCAP annual update and LCFF budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the Charter School's governing board. Attached as Appendix I, please find the Charter School's 2023-2024 LCAP.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. --California Education Code Section 47605(c)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. --California Education Code Section 47605(c)(5)(C)

MEASURABLE STUDENT OUTCOMES

Pacific Coast Academy's measurable student outcomes are indicated in the annual goals to address the eight state priorities listed in Element One. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

METHODS OF ASSESSMENT

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments are used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School teachers of record serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by the Charter School:

Pre-Test

Pre-test of students' work will be administered as a student's baseline knowledge or preparedness for an educational experience or course of study.

Smarter Balanced Assessments

Smarter Balanced Assessments are aligned to the Common Core State Standards which were developed

by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system, including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.

Embedded Assessment

Embedded Assessment of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project are all examples of summative assessments.

ELPAC

ELPAC is administered in accordance with State law.

California Science Test

California Science Test is administered in accordance with State law.

California Alternative Assessments for English Language Arts/Literacy, Mathematics, and Science

California Alternative Assessments for English Language Arts/Literacy, Mathematics, and Science are administered in accordance with State law.

Physical Fitness Test

Physical Fitness Test is administered in accordance with State law.

Diagnostic/Benchmark Assessment

Diagnostic/Benchmark Assessment The Charter School uses a standardized benchmark assessment to track student progress and grade level proficiency.

End of Course Exams

End of Course Exams Successful completion of end-of-course assessments in core courses, regardless of type, are required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Pacific Coast Academy develops and distributes to the Dehesa School District and to school stakeholders a School Accountability Report Card.

USE AND REPORTING OF DATA

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly

scheduled meetings. The Teacher of Record assigns content standards for each student and follows up on progress toward mastery of those standards during the month, assessing mastery of the content at the next Learning Period meeting. Individualized student evaluation data will be utilized by the teacher of record in tailoring the student's education program and updating the master agreement as necessary. Choice Plus Academy teachers provide weekly progress reports to the parent/guardian and teacher of record of those students enrolled in their classes to ensure regular communication and ongoing progress monitoring. Parents/guardians may discuss student progress with the school at any time, and Pacific Coast Academy staff meet with parents/guardians when students are not progressing as expected. School administrators receive student progress data information from the teachers of record and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty review student achievement data on an ongoing basis. Faculty review student work samples noting skills that are mastered and those that need continued support. This data assists in helping to monitor and improve Pacific Coast Academy's education program. Areas of low performance for student sub-groups are analyzed and addressed to design instruction and refine teaching strategies. Program success is a regular topic of discussion at staff meetings and in regular program review evaluations.

The school’s governing board monitors overall student performance and reviews data in order to ensure that the school stays true to its mission and charter. The board hears analysis and recommendations presented by the school’s leadership and considers actions to continually improve the school’s performance.

The Charter School surveys parents/guardians on an annual basis to get valuable program feedback used to make program improvements. A parent satisfaction survey is provided electronically to all parents/guardians each school year. The survey is developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey are reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. --California Education Code Section 47605(c)(5)(D)

NON-PROFIT PUBLIC BENEFIT CORPORATION

The Charter School is operated by Pacific Coast Academy, a California Nonprofit Public Benefit Corporation. The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, the Charter School may contract with one or more third parties for the provision of educational and/or administrative services.

Attached as Appendix B, please find the Corporate Bylaws and Conflict of Interest Code respectively for Pacific Coast Academy.

BOARD OF DIRECTORS

Pacific Coast Academy is governed by the Pacific Coast Academy Board of Directors, which is selected, serves, and governs the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms. In accordance with Education Code Section 47604.1, PCA shall be subject to the Political Reform Act and Government Code Section 1090 et seq., as they may be amended from time to time.

In accordance with Education Code Section 47604(c), at its election, the District's Board of Trustees may appoint a representative, to be determined by the District, to serve as a voting member of the Board of Directors and /or as the District's contact person with the Charter School.

Biographical information for each current board member is available through PCA's website: https://pacificcoastacademy.org/about/governance. PCA strives to recruit Board members with background and experience in relevant areas, including, but not limited to, education, finance, accounting, insurance, nonprofits, legal, governance, and community service. The authorized number of Board members, terms of office, selection process, filling of vacancies, and other information about our Board of Directors can be found in the corporate bylaws.

BOARD DUTIES

The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contract template, major fundraising events, and grant writing.
- Completion of the Executive Director's annual performance review.
- Development and approval of the Executive Director's contract, including salary and benefits package.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding the dollar threshold in PCA's Fiscal Policies and Procedures (currently $100,000).
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all material revisions to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.

BOARD MEETINGS

All meetings of the Board of Directors shall be called, held, and conducted in accordance with the Brown Act and Education Code section 47604.1. The Board of Directors meetings will be headed by a Board President, who is elected annually amongst the Board at the concluding meeting of the school year. Board members may attend board meetings via teleconference in accordance with the Brown Act. All Board Agenda and Board Materials are physically posted at PCA's office in Poway.

The Board of Directors abides by strong Conflict of Interest policies, that clearly forbid the board of directors from being financially interested in a decision made by them in their official capacities. Board members receive no compensation for their services as Board members; provided however, that Board members may receive reimbursement of out-of-pocket expenses.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

BOARD TRAINING

The Board of Directors strives to participate in annual training regarding effective board governance, the Brown Act, and conflict of interest rules.

BOARD DELEGATION OF DUTIES

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. PCA complies with Education Code Section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for- profit educational management organization, or a for-profit charter management organization.

CHARTER EXECUTIVE DIRECTOR

The Executive Director, Deputy Executive Director, and Senior Directors are the leaders of the Charter School. These positions ensure that the curriculum and technology is implemented in order to maximize student learning experiences.

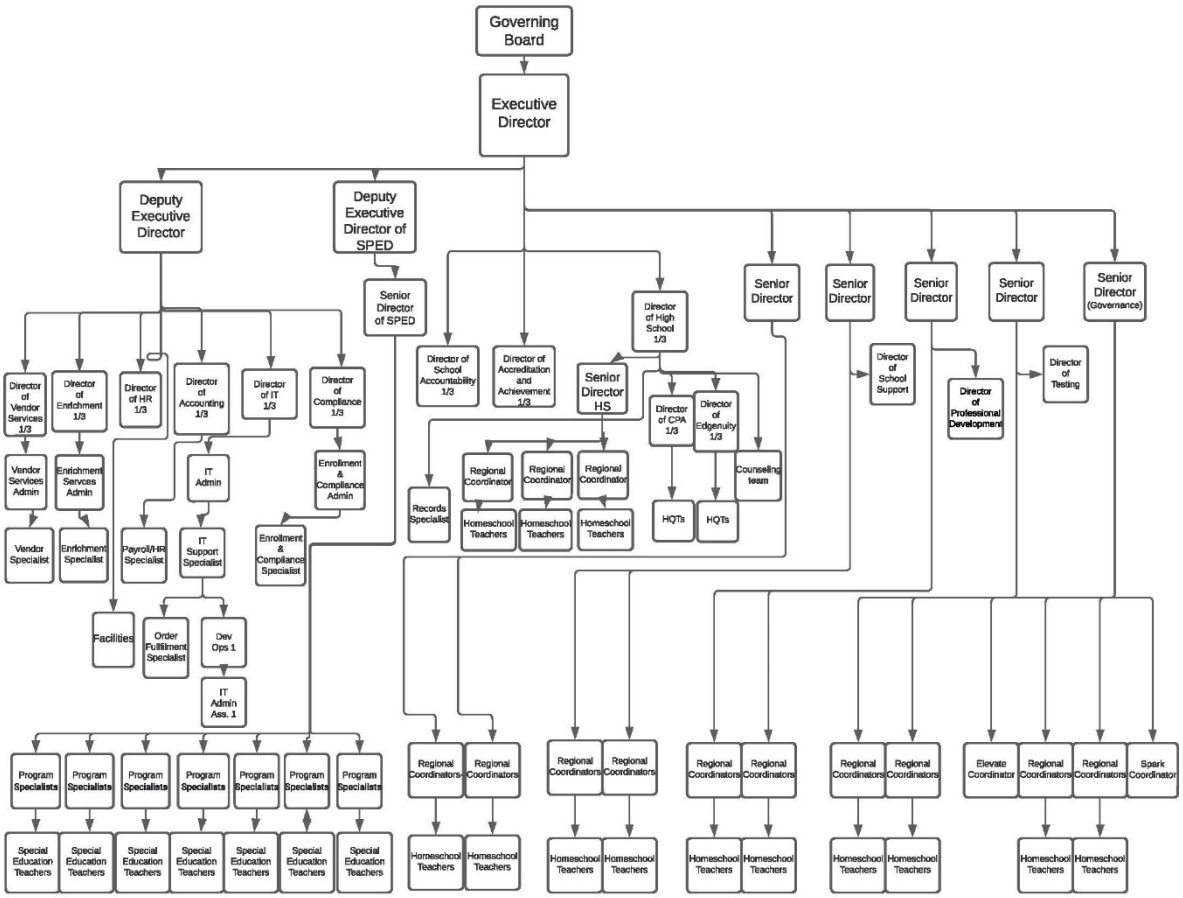
The Executive Director directly supervises the Deputy Executive Directors and Senior Directors, who supervise homeschool teachers. The Executive Director is responsible for administering the school in all of the aspects of its day to day operations. The Executive Director works with the Pacific Coast Academy Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Executive Director shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated to another employee of the Charter School or to an appropriate third-party provider as approved by the Board and as allowed by applicable law.

ORGANIZATIONAL CHART



PARENT & TEACHER PARTICIPATION IN GOVERNANCE

As identified in Element One's list of annual goals, Pacific Coast Academy uses several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- PCA provides parents/guardians with surveys annually.
- Parents/guardians may address the Board through public comment, email or by communicating directly with board members.
- One Board of Director position is reserved for a parent or community member.
- Parents/guardians can communicate with the Executive Director at any time.
- PCA parents may participate in the quarterly LCAP Advisory Committee meetings.
- LCAP Advisory Meetings are meant for stakeholders to set goals, plan actions, learn about and utilize school wide resources.
- PCA parents run for positions and vote on a board of parents to serve on the MLAC committee.
- The Multilingual Learners Advisory Committee (MLAC)’s purpose is to advise and provide input on issues pertaining to English Learners (EL's) and the school’s formal plans.
- The MLAC helps to foster school wide parent involvement so that working together, parents and

staff can increase the academic achievement of our EL population.

Pacific Coast Academy strives to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Advisory Committee meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys are provided electronically to all parents/guardians. The survey is developed specifically to assess parent input on effectiveness of all aspects of the Pacific Coast Academy from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. - California Education Code Section 47605(c)(5)(E)

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (Executive Director and Teachers) will meet the following qualifications:

EXECUTIVE DIRECTOR

The Executive Director is the school's instructional leader and is responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required Knowledge, Skills, and Abilities

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required Educational Level

- Bachelor's Degree required
- Administrative Credential -preferred

Required Experience

- 5 plus years teaching/leadership experience
- Experience in performance assessment

HIGHLY SKILLED AND SUPPORTED TEACHERS

The faculty consists of properly credentialed teachers. All teachers will meet the requirements of Education Code Section 47605(l) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Induction training will be provided to teachers that need it to complete their Professional Clear Credential.

Required Knowledge, Skills, and Abilities

- Candidates are evaluated using these standards:
- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

Required Educational Level/Credentialing

Charter School teachers are required to hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, in accordance with Education Code section 47605(l).

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School maintains auditable files of teacher credentials in compliance with applicable law.

TEACHER RECRUITMENT

The Charter School will develop a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EDJOIN, Monster.com, and college employment fairs, among other generally acceptable strategies.

PROFESSIONAL DEVELOPMENT

Professional development is provided on an ongoing basis and is built into the school calendar. Professional development is planned to occur at the following times:

- Back-to-School training sessions that provide annual programming and compliance updates and instructional strategies that address the needs of the student population.
- Regular staff meetings.
- Other designated professional development days are scheduled throughout the school year.

Professional development needs are assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237; (ii) the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282; and (iii) that the school safety plan be reviewed and updated by March 1 of every year by the charter school.. --California Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, the Charter School implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The Charter School has developed a school safety plan that includes the safety topics listed in Education Code Section 32282(a)(2)(A)-(L). The school safety plan is reviewed and, if necessary, updated annually by March 1 each year.

The Charter School shall comply with all applicable laws regarding the health and safety of students and staff. The following is a summary of some of the major health and safety policies of the Charter School (not intended to be a comprehensive list):

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws. All staff shall receive the required training on the mandated reporting requirements.

TB TESTING

Faculty and staff are screened and, if indicated by the screening, tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS

All students enrolled at the Charter School will provide records documenting the immunizations that are required by Health and Safety Code Section 120325 et seq. and Title 17, California Code of Regulations

Sections 6000-6075.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

RISK OF READING DIFFICULTIES

The Charter School will adhere to Education Code Section 53008 regarding assessing students in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument or instruments adopted by the Charter School's governing board.

DIABETES

The Charter School will provide an information sheet regarding diabetes to the parents or guardians of a student when the student is first enrolled in elementary school, pursuant to Education Code Sections 49452.6.

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

The Charter School shall function as a drug, alcohol and tobacco free workplace.

FACILITY SAFETY/ORDERLY ENVIRONMENT

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

COMPREHENSIVE HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability, or any other protected characteristic. The Charter School has developed comprehensive policies to prevent and immediately remediate any concerns about

sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment. The school safety plan is reviewed and, if necessary, updated annually by March 1 each year.

The Charter School shall comply with all applicable laws regarding the health and safety of students and staff. The following is a summary of some of the major health and safety policies of the Charter School (not intended to be a comprehensive list):

TECHNOLOGY SAFETY POLICIES

The Charter School has developed technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

ELEMENT SEVEN: DEMOGRAPHIC BALANCE OF PUPILS

Governing Law: The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. --California Education Code Section 47605(c)(5)(G)

The Charter School implements a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a demographic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various demographic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District. When an informational meeting is scheduled, we strive to have school staff members present who are knowledgeable about the various aspects of our educational programs and activities, including our English learner and special education programs.
- Our website has lots of information about our school's policies, curriculum, special education program, testing and assessments, enrichment opportunities, availability of technology, student services, enrollment process, and more, and the entire website can be translated into Spanish.

The Charter School conducts its student recruitment efforts throughout San Diego and adjacent counties.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605(e)]. California Education Code Section 47605(c)(5)(H)

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School admits all pupils who wish to attend the Charter School. No test or assessment is administered to students prior to acceptance and enrollment into the Charter School. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

The Charter School's application process is comprised of the following:

- Parent attendance at a Charter School orientation meeting is encouraged
- Completion of an enrollment interest form survey

Registration packets for students who are admitted also gather the following:

- Completion of student enrollment form
- Proof of Immunization (if required)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g., birth certificate
- Release of records
- Proof of residency

The Charter School does not request a student's records or require a parent/guardian or student to submit the student's records to the Charter School before enrollment.

PUBLIC RANDOM DRAWING

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level. All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preference will be extended to residents of the District. When names are placed into a random drawing, the names of District residents will be placed in the drawing twice, whereas non-District residents' names will be placed in the drawing only once.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. If

there is enough space in ninth grade, eighth grade students matriculating from the District's SoCal Scholars Academy program shall also be exempt from the lottery. If there is not enough space in ninth grade, eighth grade students matriculating from the District's SoCal Scholars Academy program shall be given the same preference in the random drawing as residents of the District. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School conducts the lottery in the Spring for enrollment in Fall of that year.

The Charter School reserves the right to amend its enrollment and lottery procedures from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. --California Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors selects an independent auditor by considering proposals from qualified and experienced candidates. The audits shall be made by a certified public accountant or a public accountant, licensed by the California Board of Accountancy, and selected by the local educational agency, as applicable, from a directory of certified public accountants and public accountants deemed by the Controller as qualified to conduct audits of local educational agencies, which shall be published by the Controller not later than December 31 of each year.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee if one is formed, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with [Education Code Section 47605(c)(5)(J)(i)-(iv)]. – California Education Code Section 47605(c)(5)(J)

Pacific Coast Academy 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.

The purpose of Pacific Coast Academy Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

- Establish the Responsibility of the Charter School
- Identify the Grounds for Suspension and Expulsion of Students
- Identify Enumerated Offenses
- Outline Suspension Procedures
- Outline the Authority to Expel
- Outline Expulsion Procedures
- Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
- Identify the Record of Hearing
- Identify the Presentation of Evidence
- Outline the Written Notice to Expel
- Outline the Maintenance of Disciplinary Records
- Outline Expelled Students/Alternative Education
- Outline Rehabilitation Plans
- Outline the Readmission Process
- Involuntary Removal

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 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. 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. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

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 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.

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/guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

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 according to 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.

GROUNDS 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 pupil:

- 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 their own prescription products by a pupil.
- 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.
    - Students are subject to suspension for this offense only to the extent permitted under Education Code Section 48901.1.
- 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 pupil 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or 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 pupils 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 pupils 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 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 pupils 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 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.

iii. Notwithstanding subparagraphs (1) and (2) 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.

iv. An act of cyber sexual bullying.

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 may be subject to expulsion.
- 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 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, or 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or 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 pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened, or intimidated school personnel, a student or group of students that is sufficiently severe or pervasive 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 pupils 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 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 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:

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 pupil 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.

iii. Notwithstanding subparagraphs (1) and (2) 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.

iv. An act of cyber sexual bullying.

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 may be subject to expulsion.
- 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 student 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 a 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.

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 designee with the student 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 pupil shall be informed of the reason for the disciplinary action and the evidence against that student, the other means of correction that were attempted before the disciplinary action if any, and shall be given the opportunity to present that student’s version and evidence in their defense. 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, the date of return following suspension, and the specific offense committed by the student. 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 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.

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 School for two or more school days, 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 upon the recommendation of an Administrative Panel to be assigned by the Board President 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 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 their right to (a) receive five days' notice of their

scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time 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 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 them to the witness stand.
- If one or both 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 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 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 circumstances 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 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 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 PUPILS/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 pupil 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 or charter school shall be in the sole discretion of the 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 Executive Director or designee shall make a recommendation to the Board following the meeting regarding their determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

INVOLUNTARY REMOVAL

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, or, if the student 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 student is an Indian child, as defined in Welfare and Institutions Code Section 224.1, 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 explain the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student 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.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- California Education Code Section 47605(c)(5)(K)

The Charter School structures its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees participate in the California State Teachers' Retirement System (CalSTRS). Non-credentialed employees participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. --California Education Code Section 47605(c)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. --California Education Code Section 47605(c)(5)(M)

No non-charter school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School are considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. --California Education Code Section 47605(c)(5)(N)

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of Pacific Coast Academy and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by Pacific Coast Academy and the Board of Directors pursuant to policies and procedures developed by the Pacific Coast Academy Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the

Board of Directors of Pacific Coast Academy and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Pacific Coast Academy has requested the District to intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. However, this dispute resolution process does not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in Education Code Section 47607(f) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or their designee, and the charter school Executive Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Pacific Coast Academy's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of Pacific Coast Academy and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The Charter School and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the dispute by binding arbitration conducted by a single arbitrator.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(c)(5)(P))

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the person(s) or entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the person(s) or entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory

of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Pacific Coast Academy. Upon the dissolution of the non-profit public benefit corporation, assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. Any grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property will be returned to their source in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the school’s budget reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

CHARTER TERM AND PROVISIONS

The term of the Charter shall be for 5 academic years, beginning on July 1, 2025, through and including June 30, 2030.

BUDGETS

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(h)

Attached as Appendix E, please find the following documents:

- Budget/Revenue Assumptions
- Six Year Budget
- Three Year Cash Flow

FINANCIAL REPORTING

The Charter School provides reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Section 47606.5
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school’s contracted business back office services provider provides a monthly report of the Charter School's current and projected financial viability to the Pacific Coast Academy’s Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

INSURANCE

The Charter School will acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education will be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the District.

The District will not be required to provide coverage to Pacific Coast Academy under any of the District's self-insured programs or commercial insurance policies. The charter school will secure and maintain, as a minimum, insurance as set forth below to protect Pacific Coast Academy from claims that may arise from its operations. The Charter School will maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Pacific Coast Academy from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than $1,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Pacific Coast Academy to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of $1,000,000 per occurrence and $2,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of $1,000,000 per occurrence and $1,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of $1,000,000 per occurrence and $1,000,000 general aggregate.

Insurance Certificates

Pacific Coast Academy maintains file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, canceled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

ADMINISTRATIVE SERVICES

Governing Law: the manner in which administrative services of the School are to be provided (Education Code Section 47605(h)).

The Executive Director and Deputy Executive Director assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School

contracts with a third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Currently Charter Impact, Inc. assists the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

In addition, the Charter School currently shares certain administrative services under a Memorandum of Understanding ("MOU") with Cabrillo Point Academy and Mission Vista Academy. Pacific Coast Academy, Cabrillo Point Academy, and Mission Vista Academy are independently operated nonclassroom-based public charter schools using a similar educational model but have a history of collaboration. The three independently operated schools desire to continue to coordinate with each other to share certain administrative services and staff because this will further the schools' shared goal to successfully implement their education programs in an efficient and cost-effective manner. The shared services are described in the MOU and currently include technology, vendor support, accounting/accounts payable, reporting and database administration, enrollment, and human resources, among others. The costs of the services are shared amongst the three schools in accordance with the MOU. The Charter School reserves the right to restructure its shared administrative services from time-to-time and in the best interests of the Charter School.

FACILITIES

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(h))

The Charter School may operate an administrative office inside the District boundaries and may operate administrative office(s) in San Diego county and adjacent counties. Offices will be used for clerical staff to work and where families can pick up instructional materials. Administrative offices will not be used for classes. Administrative offices are currently located at the following addresses: 13915 Danielson Street, Poway, CA 92064 and 4612 Dehesa Road, El Cajon, CA 92019.

Should the Charter School desire to relocate its administrative office(s) or add a new administrative office, the Charter School shall provide the District with written notice of such intent, including the proposed location.

School sites, including resource centers, may only be added if consistent with the law. The Charter School shall comply with applicable provisions of Education Code sections 47605 and 47605.1 as to the location of school sites.

CIVIL LIABILITY IMPACT

Governing Law: ***Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(h))***

The Charter School is operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal. Pacific Coast Academy shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2025, through June 30, 2030.

The standards and criteria in Education Code Sections 47605, 47607, and 47607.2 shall govern renewal of the charter as applicable.

APPENDIX A - 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.

APPENDIX B - ARTICLES OF INCORPORATION, BYLAWS, AND CONFLICT OF INTEREST CODE

ARTICLES OF INCORPORATION

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STATE OF CALIFORNIA

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Secretary of State
State of California
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CERTIFICATE OF AMENDMENT AND RESTATEMENT OF THE ARTICLES OF INCORPORATION OF LEARNING LATITUDES CHARTER SCHOOL a California Nonprofit Public Benefit Corporation

The undersigned certify that:

1. They are the President and the Secretary, respectively, of Learning Latitudes Charter School, a California nonprofit public benefit corporation.

2. The amendment and restatement of the Articles of Incorporation of Learning Latitudes Charter School attached hereto has been fully approved by the board of directors and is incorporated by reference as if fully set forth in this certificate.

3. The amendment and restatement of the Articles of Incorporation of Learning Latitudes Charter School attached hereto has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Dated: April 20, 2018

Karra Gordon, President

Cynthia Woodruff, Secretary

The above signed officers further certify that the Articles of Incorporation of Learning Latitudes Charter School as approved by the board of directors and the required vote of the members is set forth in full as follows:

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STATE OF CALIFORNIA

AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
PACIFIC COAST ACADEMY
A California Nonprofit Public Benefit Corporation

I.

The name of the corporation is Pacific Coast Academy ("Corporation").

II.

A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to operate one or more California public charter schools.

III.

A. The Corporation is organized and shall be operated exclusively for charitable, scientific or educational purposes within the meaning of section 501(c)(3) of the Code.

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

E. It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:

(i) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by section 4942 of the Code.

(ii) The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.

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(iii) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.

(iv) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code. .

(v) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

IV.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

V.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the Board of Directors of the Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VI.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

Dated: April 20, 2018

Cynthia Woodruff, Secretary

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I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR 2 4 2018

Date: KM

ALEX PADILLA, Secretary of State

THIRD AMENDED BYLAWS OF PACIFIC COAST ACADEMY

a California Nonprofit Public Benefit Corporation

ARTICLE I – OFFICES

SECTION1. PRINCIPAL OFFICE

The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

SECTION 2. OTHER OFFICES

The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II – OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III – NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV – DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V – NO-MEMBERS

SECTION 1. NO MEMBERS

The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

SECTION 2. AUTHORITY VESTED IN BOARD

Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

SECTION 3. ASSOCIATES

The corporation may use the term “members” to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI – DIRECTORS

SECTION 1. POWERS

Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California

from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

SECTION 2. NUMBER AND QUALIFICATION

The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the board. Directors shall be elected by a vote of a majority of directors then in office. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

SECTION 3. CONFLICTS OF INTEREST

For so long as the corporation is authorized to and operates a California charter school, the corporation shall be subject to Government Code Section 1090 et seq. and the Political Reform Act, per Education Code Section 47604.

SECTION 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD

Each director shall hold office for three (3) years. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

SECTION 5. DIRECTOR SELECTION

New directors shall be selected in the sole discretion of the majority of the board at the time of selection. The board will endeavor to advertise any director vacancies on its website and to the school community. Current board members may also recommend potential new directors to the board. The board will accept applications to fill available vacancies. The board is not obligated to select any applicant if, in the board's sole discretion, it does not believe the applicant possesses the requisite skills, availability, demeanor, etc., suitable for the director position even if that means the position will remain vacant. At least one member of the board of directors will be a community member or a parent of Pacific Coast Academy student.

SECTION 6. RESIGNATION OF DIRECTORS

Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

SECTION 7. REMOVAL OF DIRECTORS

Any director may be removed at any time by a majority vote of directors then in office, with or without cause.

SECTION 8. VACANCIES

Vacancies on the board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until expiration of the term of the replaced director, if mid-term, and for the term if voted in at the beginning of a new term.

SECTION 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE

Any meeting of the board of directors may be held at any place within the county in which the greatest number of pupils who are enrolled in the School reside that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another and a majority of the members are within the county in which the greatest number of pupils who are enrolled in the School reside. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the directors at least seventy-two (72) hours prior to the time of the holding of the meeting.

SECTION 10. ANNUAL AND REGULAR MEETINGS

The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code sections 54950, et seq., as said chapter may be modified by subsequent legislation. This Act requires that at least 72 hours before a regular meeting, and 24 hours before a special meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SECTION 11. SPECIAL MEETINGS

Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board or a board majority.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, or electronic transmission, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director.

SECTION 12. QUORUM

A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by the board of

directors requires a vote of the majority of the acting board of directors subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors).

SECTION 13. WAIVER OF NOTICE; CONSENT

Notice of a meeting required by the Corporations Code need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director. Notice of all meetings shall be given in accordance with the requirements of the Ralph M. Brown Act, California Corporations Code sections 54950, et seq.

SECTION 14. ADJOURNMENT

A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given in the same manner as provided for special meetings, unless notice is waived as provided for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the adjourned meeting was held within 24 hours after the time of the adjournment.

SECTION 15. FEES AND COMPENSATION

Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

ARTICLE VII – COMMITTEES

SECTION 1. COMMITTEES OF DIRECTORS

The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, shall be advisory only.

SECTION 2. MEETINGS AND ACTION

Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws. If required by law, committee meetings shall be held in accordance with the Ralph M. Brown Act, California Government Code sections 54950, et seq.

ARTICLE VIII – OFFICERS

SECTION 1. OFFICERS

The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

SECTION 2. ELECTION

The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

SECTION 3. OTHER OFFICERS

The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

SECTION 4. REMOVAL AND RESIGNATION

Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board

of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

SECTION 5. VACANCIES

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

SECTION 6. CHAIRMAN OF THE BOARD

The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

SECTION 7. PRESIDENT

Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

SECTION 8. VICE PRESIDENTS

In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

SECTION 9. SECRETARY

The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the

proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

SECTION 10. CHIEF FINANCIAL OFFICER

The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX – INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

SECTION 1. DEFINITIONS

For the purposes of this Article IX, the definition of the terms “agent”, “proceeding”, and “expenses” shall be governed by Section 5238 of the Code.

SECTION 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES

The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith

and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

SECTION 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION

The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

SECTION 4. INDEMNIFICATION AGAINST EXPENSES

To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

SECTION 5. REQUIRED DETERMINATIONS

Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set

forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

SECTION 6. ADVANCE OF EXPENSES

Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

SECTION 7. OTHER INDEMNIFICATION

No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

SECTION 8. FORMS OF INDEMNIFICATION NOT PERMITTED

No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

SECTION 9. INSURANCE

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X – RECORDS AND REPORTS

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

SECTION 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

SECTION 3. INSPECTION

Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

SECTION 4. ANNUAL REPORTS

The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation’s fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is

no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS

As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an “interested person” had a direct or indirect material financial interest, if any such transaction occurred. For this purpose, an “interested person” is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI – GENERAL MATTERS

SECTION 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS

All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

SECTION 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED

Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

SECTION 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS

The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

SECTION 4. CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII – AMENDMENTS

The board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Pacific Coast Academy, a California nonprofit public benefit corporation, does hereby certify that the foregoing Third Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of Pacific Coast Academy on June 27, 2024.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 27th day of June 2024.

_____

Jessica Ackermann
Pacific Coast Academy Secretary

PACIFIC COAST ACADEMY CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Pacific Coast Academy. This code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Pacific Coast Academy but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Pacific Coast Academy. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

APPENDIX A

Designated Positions	Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Deputy Executive Director	1 ,2
Director of Accounting	2
Senior Director	3
Teachers	3
Regional Coordinators	3
Deputy Executive Director of Special Education	3
Senior Director of Special Education	3

The Executive Director or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or designee's determination

is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B

DISCLOSURE CATEGORIES

Category 1 Reporting

Designated positions assigned to this category must report:

- Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Pacific Coast Academy.

Category 2 Reporting

Designated positions assigned to this category must report:

- Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Pacific Coast Academy.

Category 3 Reporting

Designated positions assigned to this category must report:

- Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods or services to be utilized in the instruction of students.

APPENDIX C - 2024-2025 SCHOOL ACADEMIC CALENDAR

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				

PACIFIC COAST ACADEMY

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
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)

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					

School Accountability

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

School Closed

Work Day, No Students

First & Last Day of Semesters

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

APPENDIX D - COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

MIDDLE SCHOOL

6TH GRADE COURSES

6th-Grade Language Arts/English

Students enrolled in this course will study literature and informational texts about people facing crucial decisions and learning from their responses. Students will examine what happens when a critical event interrupts and even defines a life, be it a watershed moment of history or a simple choice of which path to take. Students will travel back to early Egypt, Greece, Troy, and the settings of myth and fable, to provide inspiration from stories and civilizations that have influenced our own time. This course brings the battles people have fought into the realm of our own century. This course also focuses on individuals who have met their ordeals with exceptional courage and dignity, leaving their mark on history and on the lives they have touched.

6th-Grade Math

Students enrolled in Math 6 will study Ratios and Rates, Fractions Decimals and Percents, Computations with Multi-Digit Numbers and Fractions, Integers, Rational Numbers, and the Coordinate Plane, Numerical and Algebraic Expressions, Equations and Inequalities, Relationships Between Two Variables, Geometry Concepts including Area, Volume, and Surface Area, and Statistical Measures and Displays.

6th-Grade Science/Earth Science

Science 6 is a one-year NGSS-aligned integrated science course that will explore topics related to Biology, Meteorology, and Ecology. Students enrolled in the 6th grade science course will explore the natural world with a variety of labs and other activities. They will understand the organizational levels of the natural world, starting at the cell all the way through the human body. Students will complete module projects to engage with meteorology and climatology. Finally, students will explore humanity's impact on the environment.

6th-Grade Social Studies

Students in Social Studies 6 will study the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Students practice history as an interpretive discipline. They read written primary sources and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on that evidence.

7TH GRADE COURSES

7th-Grade Language Arts/English

Students enrolled in this course will study literary and informational texts about people pursuing a goal, exploring the principles of a just society, fighting for what's right, and connecting with others. This course examines what drives people to undertake a mission in spite of extraordinary risks. There will be a focus on communities from villages to nations, and students will answer the Essential Question: What are the principles of a just society? Students will continue along the theme of justice by studying the lives of women and men who have fought for basic human rights and who, through their efforts, have brought about social change. Additionally, students will consider the question-- What are the challenges of human interactions? -- by providing a range of texts that examine the way people affect each other and the environment in which they live.

7th-Grade Math

Students enrolled in Math 7 will analyze proportional relationships and use them to solve real-world and mathematical problems. They will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They will also solve equations with rational numbers, use Geometry to investigate relationships in shapes and use probability and statistics to make predictions and draw conclusions.

7th-Grade Science/Life Science

Science 7 is a one-year NGSS-aligned integrated science course that will explore topics related to Chemistry, Physical Science, and Ecology. Using a variety of research projects, hands-on in class activities, and virtual labs, students will begin to explore matter and how it changes in chemical reactions, how the Earth has changed over time, as well as how those changes can affect human populations. Students will also explore the varied distributions of natural resources, and how humanity has created additional resources over time. Finally, students will explore ecosystems, and how they change over time.

7th-Grade Social Studies

Students in Social Studies 7 will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students will study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

8TH GRADE COURSES

8th-Grade Language Arts/English

Through a broad spectrum of literary and informational genres, students in this course will explore the trials and tensions, great and small, of the human experience. Students will study suspense and learn about why and how suspense grabs us. This course also presents a historical mosaic of World War II, encompassing the courage of those in combat and on the home front, as well as the endurance of those victimized by the Holocaust or forced into confinement. Students will address character-building opportunities and life lessons gained from family examples and everyday experiences. Additionally, this

course considers the settings of history and war, seen through the filter of slavery, patriotism, glory, fear, and fortitude.

8th-Grade Math

Students enrolled in Math 8 will study all of the concepts necessary to be successful in 9th-grade Algebra 1. Topics will include Real Numbers, Equations in One Variable, Equations in Two Variables, Algebraic Functions, Basic Geometry Concepts, and Statistics and Probability.

8th-Grade Science/Physical Science

Science 8 is a one-year NGSS-aligned integrated course that will explore topics related to Physical Science and Earth and Space Science. This course will explore change over time, energy and motion, understanding waves, and humans and their place In the universe. Students will explore these topics using collaborative, evidence based, project-based learning experiences. These lessons are designed to spark interest in everyday phenomena and empower students to ask more questions, think more critically through investigations, and generate their own models and ideas. Science 8 provides students with an engaging learning experience to place students on the path to career and college readiness.

8th-Grade Social Studies

Students in Social Studies 8 will explore the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people pursuing the Declaration of Independence and the Constitution. Throughout the year, students will examine the themes of freedom, equality, and liberty and their changing definitions over time.

HIGH SCHOOL CURRICULUM

ENGLISH

English 9 (Honors Available)

Length: Two Semesters

English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.

English 10 (Honors Available)

Length: Two Semesters

English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.

English 11 (Honors Available)

Length: Two Semesters

English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.

English 12 (Honors Available)

Length: Two Semesters

English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.

AP English Language and Composition

Length: Two Semesters

Prerequisite: English 9 and 10 (or equivalent)

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. (https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/course)

AP English Literature and Composition

Length: Two Semesters

Prerequisite: English 9 and 10 (or equivalent)

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.
(https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course)

MATH COURSES

Algebra I

Length: Two Semesters

In this course, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. The course includes a study of the real number system; the solving of equations and inequalities; linear, polynomial, and rational functions; graphing; systems of two linear equations;

polynomials; rational expressions and functions; the quadratic formula; and logical reasoning.

Algebra I Two-Year Course

Length: Four Semesters (A-1, A-2/B-1, B-2)

In this course, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. The course includes a study of the real number system; the solving of equations and inequalities; linear, polynomial, and rational functions; graphing; systems of two linear equations; polynomials; rational expressions and functions; the quadratic formula; and logical reasoning. This course requires counselor approval and is only offered through in-house Edgenuity and ChoicePlus Academy

Geometry

Length: Two Semesters

In this course, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The course includes congruence and similarity; the Pythagorean theorem; coordinate geometry; properties of two-dimensional and three-dimensional figures; basic trigonometric functions; perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

Algebra II (Honors Available)

Length: Two Semesters

Students will further their development of solving and graphing linear quadratic, exponential, logarithm, polynomial, and rational equations, while exploring matrices, logarithms, probability sequence and series, and trigonometry. This course integrates Algebra and Analytical Geometry.

Integrated Mathematics I

Length: Two Semesters

The fundamental purpose of Mathematics I is to formalize and extend students' understanding of linear functions and their applications. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.

Integrated Mathematics II

Length: Two Semesters

The focus of Mathematics II is on quadratic expressions, equations, and functions, and comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

Integrated Mathematics III

Length: Two Semesters

The standards in the integrated Mathematics III course come from the following conceptual categories: Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Pre-Calculus (Honors Available)

Length: Two Semesters

This course is an extensive study of functions, advanced trigonometry, limits, and beginning calculus. This course is a prerequisite for entry into college level math classes.

Statistics and Probability

Length: Two Semesters

Elementary statistics is a step by step approach to the beginning statistics course to students whose mathematical background is limited to basic Algebra. This course follows a non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. The application spans a broad range of topics certain to appeal to the interests of students of diverse backgrounds.

AP Calculus AB

Length: Two Semesters

This course is the equivalent to a first semester of college calculus. Students will learn about limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to use technology to solve problems, experiment, and interpret results, and support conclusions.

MATH ELECTIVES

Consumer Math

Length: Two Semesters

This course is an overview of the ways math is used in everyday life. Students will learn practical skills such as personal finance, banking, etc. Students will evaluate variables, solve equations, and practice basic geometry and statistics.

SCIENCE COURSES

Earth and Space Science

Length: Two Semesters

This course covers the fundamental topics associated with the formation and changes in the earth's crust, meteorology, astronomy, paleontology, materials of the earth, earth cycles, history of the earth, and earth in space. Geoscience is another name used to identify the course.

Physical Science

Length: Two Semesters

This course covers the structure and state of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical/chemical interactions.

Biology (Honors and AP Available)

Length: Two Semesters

This laboratory course explores the origins, organization, reproduction, genetics, growth, development, evolution, behavior, and interdependence of living things. This course also includes cellular structure and function, general plant and animal physiology, and taxonomy.

Chemistry (Honors Available)

Length: Two Semesters

This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.

Physics (Honors Available)

Length: Two Semesters

The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure.

Anatomy and Physiology

Length: Two Semesters

Anatomy and Physiology is a life-science based course that deepens student understanding of the interrelationships between structure and function in the human body. In this course students will learn about the following key concepts: organization of the human body (i.e., cellular, tissue and organ systems); biochemical composition; and the major body systems. Students will also explore how diseases impact specific body systems by conducting case studies. Students will also complete laboratory assignments to aid them in their understanding of the human body systems and how they function and reinforce the key concepts being taught. As students proceed through the course they will be able to identify and describe the major components of each body system. Students will engage in various assignments, such as research papers, labs and project based projects.

HISTORY COURSES

World History (Honors and AP Available)

Length: Two Semesters

This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.

US History (Honors and AP Available)

Length: Two Semesters

In this course, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events.

Economics (Honors Available)

Length: One Semester

In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups.

Government (Honors and AP Available)

Length: One Semester

This course is a study of the creation, development, structure, and function of the American government. Students will analyze the history of the Constitution, the Bill of Rights, and the legislative, executive, and judiciary branches of government.

WORLD LANGUAGES

American Sign Language I

Length: Two Semesters

This course is a full year American Sign Language (ASL) course designed to introduce students to conversational lessons. Students will build skills and teacher culture and introduce vocal and grammatical structures in context key parameters of ASL.

American Sign Language II

Length: Two Semesters

This is a full year American Sign Language (ASL) II course designed to continue students' development of conversational lessons. Students will build skills in narrative and conversational fluency and begin to learn grammatical structures in American Sign Language. Students will also learn about culture within the deaf community.

American Sign Language III

Length: Two Semesters

This is a full year American Sign Language (ASL) course designed to introduce students to conversational lessons. Students will build skills and teacher culture and introduce vocal and grammatical structures in context key parameters of ASL.

Arabic I

Length: Two Semesters

This course is designed for students who have minimum to no knowledge of the Arabic language or alphabet. Students will develop their writing, reading, and conversational skills in the Arabic language using proper sentence structure and grammar. Upon successful completion of the course, students will attain a foundational vocabulary and a basic level of grammar and elementary skills in reading and writing the Arabic language which will pave the way for future fluency in reading, writing, and speaking.

Arabic II

Length: Two Semesters

This course is designed for students who successfully completed Arabic I. In this course, students will attain more vocabulary and grammar skills that will lead to an intermediate level where students are able to engage in conversation as well as demonstrate reading and writing proficiency. The course consists of 18 units with various key assignments that will ensure progress at a steady pace.

French I

Length: Two Semesters

Students begin their introduction to French with fundamental skills in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students will learn vocabulary and grammar concepts, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French speaking areas in Europe and across the globe.

French II

Length: Two Semesters

This second-year French course builds upon the content covered in French I. In this course, students will

gain increased familiarity with the history, culture, and language of French-speaking countries. The three modes of communication (Interpretative, Interpersonal, and Presentational) are foundational to this course. Students will review the basic concepts of first-year French, then build on that foundation to develop increased skills and fluency in reading, writing, speaking, and listening. Students will develop vocabulary and be able to talk about things that happened in the past, present, and future. Students will be able to write paragraphs in all studied tenses, read simple stories and articles, and have conversations on known topics with familiar vocabulary.

French III

Length: Two Semesters

This third-year French course will continue to expand students' language skills in listening, speaking, reading, and writing. The three modes of communication (Interpretative, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to this course. Students will read, write, listen, and speak about abstract concepts and they will learn new vocabulary from conversations and continue the conversation adequately. Students will read simple novels, articles about current events, and extrapolate information even when some of the vocabulary is unfamiliar in reading. In writing, students write simple 2-3 page papers on concepts that they've studied, and communicate via email, texting, Facebook, etc. adequately in the target language. Students will conjugate verbs in the future, conditional, present perfect, and the subjunctive tenses.

Students will complete assessments which will include written, speaking, and listening exercises. Students will complete daily textbook assignments (supplementary workbook assignments, as needed) and regular quizzes and tests specific to each unit. Students will participate in speaking and listening activities during their weekly class time, as well as complete cultural projects each semester.

German I

Length: Two Semesters

German I is a language course with 8 units. It is a two-semester course which strengthens students' ability to speak, listen, write and read. Students will learn the foundation of German grammar, will expand knowledge to German speaking countries in Europe, and learn about the cultural diversity of the German speaking world. The emphasis on improvement of oral skills will be considerable, and the student will be required to speak in the second semester on a variety of topics and in a number of questions and answers. Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, learning how to introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Students will be able to write a card , a short letter and an E-mail, showcasing the vocabulary and verb tenses introduced and practiced in this course. At the end of all 10 units, students will be assessed in reading, writing, and listening skills to determine progression into an Intermediate course. At the end of this course a student can enter the AATG (American Association of Teachers of German) 1 Exam.

Latin I

Length: Two Semesters

Latin I introduces students to the Latin language by incorporating Latin into the English grammar curriculum. Latin 1 is a two-semester course that will teach students how to pronounce, write, read and understand Latin texts. In addition, students will increase their vocabulary banks, improve their grammar skills and establish a firm understanding of the foundations of the Latin language and also Roman culture. This class will also prepare students for the Latin 2 class.

Latin II

Length: Two Semesters

Latin II continues the student's study of the Latin language by further incorporating Latin into a more complicated English grammar curriculum. Latin II is a two-semester course that will expound on the student's basic understanding of the Latin language. In addition, students will increase their vocabulary banks, improve their grammar skills, and continue to establish a firm understanding of the foundations of the Latin language and also Roman culture. In addition students will continue to read, understand and interpret Latin texts. This class will also prepare students for the Latin III course.

Latin III

Length: Two Semesters

Latin III is designed to review and complete the student's knowledge of the Latin language and also to gain significant expertise in the study of literature both prose and poetry. This class will strengthen the student's ability to read, write and translate many types of Latin literature. In their literature analysis, students will explore topics such as government, education, religion and war from a wide range of authors. This exploration will allow them to understand Roman history and how that has shaped aspects of the modern world.

Russian I

Length: Two Semesters

Russian I is designed to give students who have not studied Russian before a basic knowledge of the language. After mastering the Russian Cyrillic alphabet, students are introduced to the fundamental language skills of reading, writing, listening and speaking. They learn the basic vocabulary of everyday Russian and the typical structure of the language. Students will learn the structural components of the language: phonology, orthography, morphology, syntax, semantics, and pragmatics. According to the California standards (http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf.), students enrolled in this course will be able to perform well at the first stage of the five continuum specified categories (function, context, text types, accuracy, and content). By the end of this course students will be able to speak slowly, to get a message across in a variety of everyday situations, and familiarize themselves with the basic structure of the language. They will become acquainted with the Russian Cyrillic alphabet, both printed and handwritten, and will be able to comprehend and act on both simple written and spoken stimuli. Students will have gained a better appreciation of the relationships between the languages, history and culture of Russia.

Students will be encouraged to vigorously participate in real-life situations (21st century skills) by using newly learned communication skills, authentic tasks and resources, and use interpersonal, interpretive

and presentational skills to develop their language and communicative proficiency at the current level. Oral and/or written presentation should include, but are not limited to presenting information gathered from informal conversation, interviews, and oral reading. Students will demonstrate increasing accuracy in intonation and pronunciation in the foreign language; increasing accuracy in word order, punctuation, spelling, accents and other diacritical marks; and appropriate use of verbal/nonverbal techniques such as voice inflection, gesture, and facial expressions.

Russian II

Length: Two Semesters

Russian Level II is intended for students who completed Russian Level I of the Russian language and culture. It is designed to increase proficiency in the four areas of language learning: reading, writing, listening, and speaking. Students will gain skills and knowledge that will help them to communicate more effectively in Russian by using the structural components of the language: phonology, orthography, morphology, syntax, semantics, and pragmatics. According to the California standards (http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf), students enrolled in this course will be able to perform well at the second stage of the five continuum specified categories (function, context, text types, accuracy, and content).By the end of this course, students will have extended knowledge of vocabulary and become more familiar with the basics of the language, while also introducing more complex structures. They will develop further the fundamental language and grammar skills. Students will have been taught Russian case, articles, partitives, present tense of common verbs, negatives, questions, descriptions, adjectives, personal pronouns, polite/familiar forms, prepositions, possessives, and time phrases/ quantities.

Activities in this course will include lectures, listening and speaking actions, numerous exercises, illustrations, interactive pair and group work, discussions, reading, and writing. Weekly oral presentation and participation in discussion are highly recommended. Each learning period will contain various activities to encourage students' participation and appropriate cultural behavior. Students will be encouraged to actively participate in real-life situations (according to 21st Century Skills requirements) by using newly learned communication skills, authentic tasks and resources, and use of interpersonal, interpretive and presentational skills to develop their language and communicative proficiency.

Spanish I

Length: Two Semesters

This one-year Spanish course will introduce students to the culture and history of the Spanish language while actively developing students' ability to comprehend, read, speak, and write in Spanish. Students will be evaluated for grammar use and structure, comprehension, communication strategies, and cultural awareness.

Spanish II

Length: Two Semesters

This second-year Spanish course builds upon the content covered in Spanish I. In this course, students will gain increased familiarity with the history, culture, and language of Spanish-speaking countries. The three

modes of communication (Interpretative, Interpersonal, and Presentational) are foundational to this course. Students will review the basic concepts of first-year Spanish, then build on that foundation to develop increased skills and fluency in reading, writing, speaking, and listening. Students will develop vocabulary and be able to talk about things that happened in the past, present, and future. Students will be able to write paragraphs in all studied tenses, read simple stories and articles, and have conversations on known topics with familiar vocabulary.

Spanish III

Length: Two Semesters

This third-year Spanish course will continue to expand students' language skills in listening, speaking, reading, and writing. The three modes of communication (Interpretative, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to this course. Students will read, write, listen, and speak about abstract concepts and they will learn new vocabulary from conversations and continue the conversation adequately. Students will read simple novels, articles about current events, and extrapolate information even when some of the vocabulary is unfamiliar in reading. In writing, students write simple 2-3 page papers on concepts that they've studied, and communicate via email, texting, Facebook, etc. adequately in the target language. Students will conjugate verbs in the future, conditional, present perfect, and the subjunctive tenses.

Students will complete assessments which will include written, speaking, and listening exercises. Students will complete daily textbook assignments (supplementary workbook assignments, as needed) and regular quizzes and tests specific to each unit. Students will participate in speaking and listening activities during their weekly class time, as well as complete cultural projects each semester.

AP Spanish Language and Culture

Length: Two Semesters

AP Spanish Language and Culture students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. AP is a registered trademark of the College Board.

VISUAL AND PERFORMING ARTS

Dance I

Length: Two Semesters

Beginning Dance is a class that introduces students to the study of dance. Students will study different

dance styles and forms, including historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced classes. Dancers express ideas, stories, rhythm, and sound with their bodies. Students experience and develop an awareness of dance from various times, places, social groups, cultures, a variety of dance genres, styles, and traditions. Students demonstrate an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

Dance II

Length: Two Semesters

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self-confidence, and creative ability. Through weekly participation in dance instruction, students will demonstrate an intermediate level of consistency and reliability in performing technical skills, development and refinement of proficient skills to create dances with coherence and aesthetic unity. Students will dance in student productions. They will examine ways that dance creates and conveys meaning before considering the dance from a variety of perspectives, establish, and apply aesthetic criteria in evaluating their own work and that of others. Students will continue to refine proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. They will create dance forms. They will perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

Dance III

Length: Two Semesters

This course is an advanced study in dance technique and repertory and is taken either alone or in connection with dance 2 (upon instructor approval/audition) and concentrates on major technique curriculum. This course is considered an advanced level of study and emphasis will be placed on experiencing and understanding the roles of the performer, choreographer, and improviser within a professional contemporary dance context. Students will deepen their study of contemporary dance technique through a combination of intermediate to advanced movement sequences and short dances choreographed by the instructor, create phrases based on particular conceptual frameworks, deepen awareness of somatic principles as expressive tools, and participate in more challenging improvisation and partnering experiences. Increased range of movement built on fundamental movement patterns and the ability to more deeply express movement principles to an audience define the purpose of this class.

Digital Arts

Length: Two Semesters

This course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web site design. Students study artists who practice these art forms and learn and practice critiques of these art forms.

Instrumental Music

Length: Two Semesters

Music is designed to promote a greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music and for those who intend to continue their formal study of music. Candidates are exposed to a broad spectrum of music, ranging from classical and modern Western traditions to that of other regions and cultures. The creative and practical aspects of music are evenly balanced with the theoretical or academic. All students study basic music theory, undertake general and detailed studies of Western music from different time periods and of world music from each continent, and participate in the creation of music through compositions or performance. Candidates are not expected to play more than one instrument but may choose more than one (including the voice) if they wish.

Music Theory

Length: Two Semesters

Students will gain a broad overview of Music and of the properties and structures that support the creation of musical compositions. Students will discover, manually write, and employ the fundamental elements of music notation. They will understand the basics of tonality, chord construction, melodic construction and formal construction of Music. Students will articulate, discuss, and share the creative process of music composition. Students will create and perform their own compositions in public recitals.

Photography I-II

Length: Two Semesters

Photography I and II will introduce the student to photography through the lens of a camera, while also focusing on visual literacy. Students will be introduced to the elements of art, principles of design, and fundamentals of composition as they apply to the creative process of photography. Critical thinking skills are fostered through the analysis of photography as an art form, and students explore a diverse body of work by influential photographers both past and present. This course also familiarizes students with digital photographic equipment, software, and methods, and investigates the technological advances that have changed the ways photographers utilize their medium. Students develop visual literacy and visual arts vocabulary through the appreciation of photographic works of art, the application of art elements and design principles to their photographic process, and the critical analysis of the aesthetic merit of their own work and the work of others. Students also learn to develop a unique artistic intent and style and evaluate the intent of selected works of art.

Piano I-II

Length: Two Semesters

High school Piano class is designed to help students to progress in developing a musical skill and understanding of the basics behind playing a musical instrument. The primary instrument for this class will be piano. The class is designed to present an overview of the musical principles and theories as they relate to piano and to develop the students' technical skills as they relate to the instrument. The students

will also develop skills that will transfer to other instruments such as guitar, flute and recorder. Students will learn to read simple compositions by learning basic elements of music (melody, harmony, rhythm and form). Using these basic elements, students will study music notation and intervals, ear training, music writing, reading music and playing pieces on the piano. Students will also be able to read chord charts and develop a basic understanding of music theory.

Theater I-II

Length: Two Semesters

This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.

Visual Arts I

Length: Two Semesters

This course is designed to provide a basic foundation of Visual Arts concepts and allow exploration of these concepts. Students will learn about the five components of the California Standards within this course: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing and Connections, and Relationships and Applications. In addition to expanded opportunities to express ideas through the Visual Arts, students will explore Art Theory, apply the conventions of Art Criticism, and develop basic skills through experimentation with media and techniques used to create Art. Students will explore a variety of Art styles and media such as drawing, painting, ceramics, sculpture, and mixed media. Students will review works by the masters and understand their influences in the world throughout history and among various cultures.

Visual Arts II

Length: Two Semesters

This course provides an in depth look at art elements and design principles introduced in visual arts, as well as ways these can be applied to their own work as a means of refining their self-expression. Students will analyze masterworks and define how these principles were used by these artists to tell their 'story'. Students will research art careers they may be interested in and identify how these tools would be applied in those specific art fields. Students will be encouraged to reach out to artists in their own community as well.

Voice I

Length: Two Semesters

Voice I is designed for beginning voice students to work on the skills of singing, including vocal technique (in speech and singing), and solo vocal performance. The students will perform a variety of music, including classical, contemporary, and traditional styles from various time periods and cultures. The

following vocal/musical skills will be stressed: proper vocal production, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every student. Students have the opportunity to experience choral music in one or more of three distinctive settings for choral voice: treble choir, bass choir and/or mixed choir.

APPENDIX E - SIX YEAR BUDGET PROJECTION, THREE YEAR CASH FLOW, AND ASSUMPTIONS

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the charter petition of Pacific Coast Academy ("PCA"). The financial statements include a 6-year pro-forma annual budget (2024-25 through 2029-30) and 3-year monthly cash flow statement (2024-25 through 2026-27).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Pacific Coast Academy will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 98% attendance rate.

Enrollment at Pacific Coast Academy is projected at 6,206 in 2024-25 with 1.6% compound annual growth projected through 2029-30. The following table shows Pacific Coast Academy's projected enrollment and ADA.

Table A: Enrollment & ADA

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Projected Enrollment & ADA by Grade						
TK	312	327	335	339	342	343
K	633	665	682	690	695	697
1st Grade	590	619	635	643	647	649
2nd Grade	645	677	694	703	707	709
3rd Grade	610	641	657	665	669	672
4th Grade	649	682	699	708	712	714
5th Grade	591	621	636	644	648	650
6th Grade	534	560	574	582	585	587
7th Grade	486	510	523	529	533	534
8th Grade	399	419	429	434	437	438
9th Grade	241	253	259	262	264	265
10th Grade	186	195	200	202	203	204
11th Grade	186	195	200	202	203	204
12th Grade	145	153	157	159	160	160
Total Projected Enrollment	**6,206**	**6,516**	**6,679**	**6,762**	**6,805**	**6,826**
Average Daily Attendance (ADA)						
ADA %	98%	98%	98%	98%	98%	98%
Total	**6,081.63**	**6,385.71**	**6,545.35**	**6,627.17**	**6,668.59**	**6,689.42**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $14,985 per ADA at Pacific Coast Academy. State aid revenue provides the largest source of funding, making up about 85% of Pacific Coast Academy's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Summary of Revenue Programs						
State Aid - Revenue Limit	$72,393,488	$78,286,185	$82,715,957	$86,514,585	$89,919,081	$90,200,071
Federal Revenue	1,549,894	1,627,388	1,668,073	1,666,294	1,665,464	1,665,064
Other State Revenue	12,848,322	12,732,344	12,977,327	13,200,224	11,609,416	11,706,961
Other Local Revenue	-	-	-	-	-	-
Total Revenues	**$86,791,703**	**$92,645,917**	**$97,361,357**	**$101,381,103**	**$103,193,961**	**$103,572,096**
State Revenues as % of Total	*83.4%*	*84.5%*	*85.0%*	*85.3%*	*87.1%*	*87.1%*
Revenues per ADA	*$14,271*	*$14,508*	*$14,875*	*$15,298*	*$15,475*	*$15,483*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v25.1a released 5/24/24) was used to determine the LCFF projections for each year of the above revenue projections, which are based on expected student ADA and the expected unduplicated count of students at Pacific Coast Academy of 39.00%.

These projections show that in year 1, a total of $1,216,325, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 2.4% of the LCFF revenues (or $300 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
State Aid - Revenue Limit						
LCFF State Aid	$69,354,439	$75,095,183	$79,445,181	$83,202,924	$86,586,722	$86,857,299
Education Protection Account	1,216,325	1,277,141	1,309,070	1,325,433	1,333,717	1,337,885
State Aid - Prior Year	-	-	-	-	-	-
In Lieu of Property Taxes	1,822,724	1,913,860	1,961,707	1,986,228	1,998,642	2,004,888
Total State Revenue	**$72,393,488**	**$78,286,185**	**$82,715,957**	**$86,514,585**	**$89,919,081**	**$90,200,071**

Federal Revenues

Special Education

Pacific Coast Academy provides special education services and works with the El Dorado Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. PCA's state special education funding includes general state aid of $896/ADA. In addition to state special education funding, the revenue projection for Pacific Coast Academy also assumes $140/ADA of federal special education funding beginning in year 1.

Free and Reduced-Price Meal Eligibility

As a non-classroom based school, Pacific Coast Academy does not operate a food program and has, therefore, not projected nutrition revenue for this budget.

Title Programs

Based on an unduplicated pupil percentage of 39.00%, Pacific Coast Academy has also included Title funds.

Table D: Projected Federal Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Federal Revenue						
Special Education - Entitlement	$851,428	$893,999	$916,349	$905,174	$899,586	$896,793
Title I, Part A - Basic Low Income	579,469	608,442	623,654	631,449	635,396	637,381
Title II, Part A - Teacher Quality	105,842	111,134	113,912	115,336	116,057	116,420
Title III - Limited English	13,155	13,813	14,158	14,335	14,425	14,470
Total Federal Revenue	**$1,549,894**	**$1,627,388**	**$1,668,073**	**$1,666,294**	**$1,665,464**	**$1,665,064**

Other State Revenues

Lottery, Mandated Block Grant and One-time Block Grants

Lottery funding is based upon a projection of $249 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $20.06/ADA for grades K-8 and $55.76/ADA for grades 9-12. Additionally, the school has projected reimbursement revenue from one-time block grants, including the Arts, Music, and Instructional Materials Block Grant, the Learning Recovery Discretionary Block Grant, the Educator Effectiveness Block Grant, and the Universal Prekindergarten Planning & Implemental Grant. These revenues are assumed to total $7.2M across the 6-year projection, based on remaining allocations and budgeted expenditures.

Table E: Projected Other State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Other State Revenue						
State Special Education	$5,261,275	$5,524,338	$5,662,447	$5,733,227	$5,769,060	$5,787,088
Mandated Cost	127,652	140,417	154,165	158,019	159,994	160,994
State Lottery	$1,514,325	$1,590,041	$1,629,792	$1,650,164	$1,660,478	$1,665,667
Other State Revenue	$5,945,071	$5,477,548	$5,530,924	$5,658,813	$4,019,884	$4,093,212
Total Other State Revenue	**$12,848,322**	**$12,732,344**	**$12,977,327**	**$13,200,224**	**$11,609,416**	**$11,706,961**

Other Local Revenues

Although Pacific Coast Academy does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Summary of Projected Expenses						
Certificated Salaries	$31,539,229	$33,221,911	$34,841,836	$36,143,308	$37,316,103	$38,061,187
Classified Salaries	4,502,043	4,904,285	5,051,414	5,202,956	5,359,045	5,466,226
Employee Benefits	14,499,707	15,591,658	16,642,974	17,604,051	18,778,140	19,015,514
Total Compensation	**$50,540,979**	**$53,717,853**	**$56,536,225**	**$58,950,315**	**$61,453,288**	**$62,542,927**
Books and Supplies	13,782,807	14,906,106	15,737,121	16,411,850	17,009,857	17,574,903
Subagreement Services	10,179,605	10,616,874	11,006,696	11,374,542	11,735,408	12,097,643
Operations and Housekeeping	1,056,750	1,142,875	1,206,590	1,258,323	1,304,173	1,347,496
Facilities, Repairs and Other Leases	540,294	584,328	616,904	643,354	666,796	688,946
Professional/Consulting Services	4,269,107	4,608,203	4,861,251	5,069,876	5,255,933	5,402,853
Depreciation	29,478	30,362	31,273	32,211	33,178	34,173
Interest	-	-	-	-	-	-
Total Non-Comp	**$29,858,040**	**$31,888,749**	**$33,459,836**	**$34,790,156**	**$36,005,345**	**$37,146,014**
Total Expenses	**$80,399,019**	**$85,606,602**	**$89,996,061**	**$93,740,471**	**$97,458,633**	**$99,688,941**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant around 63% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

Pacific Coast Academy’s teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students is expected to be below 24.26:1 over the course of the next 6 years of operations. However, that ratio is below 21.0:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Instructional Staff Ratio						
School Attendance	6,081.6	6,385.7	6,545.3	6,627.2	6,668.6	6,689.4
Certificated Teacher	257.0	266.0	271.0	274.0	275.0	275.0
Certificated Pupil Support (including SPED)	33.0	33.0	33.0	33.0	33.0	33.0
Classified Instructional Aides	19.0	19.0	19.0	19.0	19.0	19.0
Total Instructional Staff	**309.0**	**318.0**	**323.0**	**326.0**	**327.0**	**327.0**
Student : Instructional Staff Ratio	*20.1*	*20.5*	*20.7*	*20.7*	*20.8*	*20.9*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Total Staffing						
Instructional Staff						
Teachers						
TK-K	55.4	57.8	59.0	59.7	60.0	60.1
1st Grade	22.6	23.3	23.8	24.0	24.1	24.1
2nd Grade	24.7	25.5	26.0	26.3	26.3	26.3
3rd Grade	23.4	24.2	24.6	24.9	24.9	24.9
4th Grade	24.9	25.7	26.2	26.4	26.5	26.5
5th Grade	22.6	23.4	23.8	24.1	24.1	24.1
6th Grade	20.5	21.1	21.5	21.7	21.8	21.8
7th Grade	18.6	19.2	19.6	19.8	19.8	19.8
8th Grade	15.3	15.8	16.1	16.2	16.3	16.3
9th Grade	9.2	9.5	9.7	9.8	9.8	9.8
10th Grade	7.1	7.3	7.5	7.6	7.6	7.6
11th Grade	7.1	7.3	7.5	7.6	7.6	7.6
12th Grade	5.6	5.8	5.9	5.9	5.9	5.9
Other	-	-	-	-	-	-
Total Teacher	**257.0**	**266.0**	**271.0**	**274.0**	**275.0**	**275.0**
Other Instructional Staff						
Certificated Pupil Support (including SPED)	33.0	33.0	33.0	33.0	33.0	33.0
Classified Instructional Aides	19.0	19.0	19.0	19.0	19.0	19.0
Total Other Instructional Staff	**52.0**	**52.0**	**52.0**	**52.0**	**52.0**	**52.0**
Total Instructional Staff	**309.0**	**318.0**	**323.0**	**326.0**	**327.0**	**327.0**
Administrative Staff - Certified						
Executive Director	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Executive Director	1.0	1.0	1.0	1.0	1.0	1.0
Spark Coordinator	1.0	1.0	1.0	1.0	1.0	1.0
Senior Director	6.0	6.0	7.0	7.0	7.0	7.0
Director of School Accountability	1.0	1.0	1.0	1.0	1.0	1.0
Special Education Deputy Executive Director	1.0	1.0	1.0	1.0	1.0	1.0
Director of Edgenuity	1.0	1.0	1.0	1.0	1.0	1.0
Special Education Senior Director	1.0	1.0	1.0	1.0	1.0	1.0
Director of ChoicePlus Academy	1.0	1.0	1.0	1.0	1.0	1.0
Director of Testing	1.0	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff - Certified	**15.0**	**15.0**	**16.0**	**16.0**	**16.0**	**16.0**
Support and Administrative Staff						
Support Staff - Classified (FTE)	11.5	12.0	12.0	12.0	12.0	12.0
Administrative - Classified (FTE)	5.0	5.0	5.0	5.0	5.0	5.0
Clerical Staff - Classified (FTE)	28.0	28.0	28.0	28.0	28.0	28.0
Other Staff - Classified (FTE)	9.5	9.5	9.5	9.5	9.5	9.5
Total Classified Staff	**54.0**	**54.5**	**54.5**	**54.5**	**54.5**	**54.5**
Total Staffing	**378.0**	**387.5**	**393.5**	**396.5**	**397.5**	**397.5**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 3% cost of living adjustment every year. Note that the projected total salary amounts in Table I also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Average Budgeted Salary by Position						
Teacher (including SPED)	$86,925	$89,273	$91,920	$94,576	$97,381	$99,329
Administrative Staff - Certified	172,494	177,669	181,970	187,429	193,052	196,913
Classified Staff (Support and Adminsitrative)	61,672	66,725	68,727	70,789	72,912	74,370

Table J: Employee Benefits

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Employee Benefits						
STRS	$9,149,314	$9,644,229	$10,119,526	$10,499,797	$11,072,551	$10,983,589
OASDI	299,190	304,066	313,188	322,583	332,261	338,906
Medicare	527,246	552,830	578,452	599,521	618,790	631,147
Health and Welfare	3,784,000	4,319,700	4,831,530	5,358,606	5,910,572	6,206,100
State Unemployment	194,530	198,940	201,880	203,350	203,840	202,860
Workers' Compensation	545,427	571,893	598,399	620,194	640,127	652,911
Total Benefits	**$14,499,707**	**$15,591,658**	**$16,642,974**	**$17,604,051**	**$18,778,140**	**$19,015,514**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. Pacific Coast Academy's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is assumed to be 19.10% in 2024-25 and subsequent years.

Books and Supplies

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

Table K: Books, Supplies, Equipment

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Books & Supplies						
Textbooks and Core Curricula	$147,492	$159,513	$168,405	$175,626	$182,025	$188,072
School Supplies	8,821,760	9,540,733	10,072,629	10,504,493	10,887,250	11,248,911
Software	2,651,326	2,867,409	3,027,267	3,157,061	3,272,097	3,380,792
Office Expense	144,432	156,203	164,912	171,982	178,249	184,170
Business Meals	12,852	13,899	14,674	15,303	15,861	16,388
Noncapitalized Equipment	2,004,945	2,168,348	2,289,234	2,387,385	2,474,375	2,556,571
Total Books & Supplies	**$13,782,807**	**$14,906,106**	**$15,737,121**	**$16,411,850**	**$17,009,857**	**$17,574,903**

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (primarily technology) per pupil, per full-time staff member and general purchases.

Table L: Equipment Purchases

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Device Counts						
Staff FTE Count for Devices	147	174	179	182	183	184
New Staff Purchases	50	9	6	3	1	-
Replacement Purchases	*97*	*165*	*173*	*179*	*182*	*184*
Enrollment	6,206	6,516	6,679	6,762	6,805	6,826
New Student Purchases	594	310	163	83	42	21
Replacement Purchases	*3,087*	*3,413*	*3,584*	*3,673*	*3,719*	*3,743*
Start-Up Element and Unit Cost						
Student Technology	1,472,136	1,489,378	1,498,686	1,502,759	1,504,637	1,505,535
Teacher Technology	139,650	165,300	169,575	172,425	173,850	174,325
Other Non-Cap Equipment	393,159	513,671	620,973	712,201	795,888	876,711
Total Non-Cap Equipment in Line 4400	**$2,004,945**	**$2,168,348**	**$2,289,234**	**$2,387,385**	**$2,474,375**	**$2,556,571**

Other Expenses

Many of the operating cost projections are based upon historical expenses at the school, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Sub-agreement Services

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Subagreement Services						
Special Education	2,557,140	2,765,547	2,919,726	3,044,909	3,155,858	3,260,692
Security	3,672	3,971	4,193	4,372	4,532	4,682
Other Educational Consultants	7,618,793	7,847,356	8,082,777	8,325,260	8,575,018	8,832,269
Total Subagreement Services	**$10,179,605**	**$10,616,874**	**$11,006,696**	**$11,374,542**	**$11,735,408**	**$12,097,643**

SPED Services

Special Education Consultant costs include all outside service provider costs estimated at $2.6M in year 1 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to Pacific Coast Academy's students with IEPs. This is in addition to the in-house special education positions included in personnel costs.

Table N: Professional Services

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Professional Services						
IT	$9,996	$10,811	$11,413	$11,903	$12,336	$12,746
Audit & Taxes	$13,668	$14,078	$14,500	$14,935	$15,383	$15,845
Legal	$151,470	$156,014	$160,695	$165,515	$170,481	$175,595
Professional Development	$134,946	$145,944	$154,080	$160,687	$166,542	$172,074
General Consulting	$25,296	$27,358	$28,883	$30,121	$31,219	$32,256
Special Activities/Field Trips	$1,603,956	$1,734,679	$1,831,387	$1,909,908	$1,979,500	$2,045,257
Bank Charges	$4,896	$5,295	$5,590	$5,830	$6,042	$6,243
Printing	$3,774	$4,082	$4,309	$4,494	$4,658	$4,812
Other taxes and fees	$24,990	$27,027	$28,533	$29,757	$30,841	$31,866
Payroll Service Fee	$102,000	$110,313	$116,463	$121,456	$125,882	$130,064
Management Fee	$1,464,162	$1,583,491	$1,671,770	$1,743,448	$1,806,975	$1,867,000
District Oversight Fee	$723,935	$782,862	$827,160	$865,146	$899,191	$902,001
County Fees	$1,020	$1,103	$1,165	$1,215	$1,259	$1,301
Public Relations/Recruitment	$4,998	$5,148	$5,302	$5,461	$5,625	$5,794
Total Professional Services	**$4,269,107**	**$4,608,203**	**$4,861,251**	**$5,069,876**	**$5,255,933**	**$5,402,853**

Expenses shown in the table above are based on prior-year expenses with an annual expense COLA of 3%. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

Pacific Coast Academy consults with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue, which have been included in the Management Fee account within the budget.

Dehesa Elementary School District Oversight Fee

Pacific Coast Academy has projected that it will be required to pay an oversight fee of 1% of general purpose revenues, though Dehesa often charges less at their year-end true-up to match actual expenses incurred.

Table O: Facilities, Repairs and Other Leases Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Facilities, Repairs and Other Leases						
Rent	$515,202	$557,191	$588,254	$613,476	$635,829	$656,951
Other Leases	20,910	22,614	23,875	24,899	25,806	26,663
Repairs and Maintenance	4,182	4,523	4,775	4,980	5,161	5,333
Total Facilities, Repairs and Other Leases	**$540,294**	**$584,328**	**$616,904**	**$643,354**	**$666,796**	**$688,946**

Facilities Rent

Pacific Coast Academy currently leases third party office space for administrative and clerical staff. Rent expenses are projected based on current lease terms.

Table P: Operations and Housekeeping

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Operations and Housekeeping						
Auto and Travel	$105,366	$113,953	$120,306	$125,464	$130,036	$134,356
Dues & Memberships	$39,372	$42,581	$44,955	$46,882	$48,590	$50,205
Insurance	$739,122	$799,360	$843,924	$880,108	$912,177	$942,478
Utilities	$32,946	$35,631	$37,618	$39,230	$40,660	$42,011
Communications	$119,850	$129,618	$136,844	$142,711	$147,911	$152,825
Postage and Shipping	$20,094	$21,732	$22,943	$23,927	$24,799	$25,623
Total Operations and Housekeeping	**$1,056,750**	**$1,142,875**	**$1,206,590**	**$1,258,323**	**$1,304,173**	**$1,347,496**

Other Outgo and Transfers

Pacific Coast Academy holds a strong and balanced cash position: 2024-25 beginning cash is projected at $19.1M and is expected to grow annually through 2029-30. As a result, PCA does not anticipate a need to borrow or factor, and no interest expense has been captured in the budget.

Table Q: Interest

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Depreciation & Interest						
Depreciation	$29,478	$30,362	$31,273	$32,211	$33,178	$34,173
Interest	-	-	-	-	-	-
Total Depreciation & Interest	**$29,478**	**$30,362**	**$31,273**	**$32,211**	**$33,178**	**$34,173**

Cash Flow

Pacific Coast Academy is projected to build on its cash position through 2029-30, with average cash flows of $4.6M annually through the next 6 years, driven primarily by operating surpluses year-over-year.

Ending Cash Balance

The cash balance at the end of 2024-25 through 2029-30 is projected to be balanced and strong. Pacific Coast Academy is anticipated to hold a cash reserve of 16.9% at the 2024-25, which is expected to increase annually through the multi-year projection.

Table R: Statement of Activities & Cash Balance

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Statement of Activities						
Revenues						
State Aid - Revenue Limit	$72,393,488	$78,286,185	$82,715,957	$86,514,585	$89,919,081	$90,200,071
Federal Revenue	1,549,894	1,627,388	1,668,073	1,666,294	1,665,464	1,665,064
Other State Revenue	12,848,322	12,732,344	12,977,327	13,200,224	11,609,416	11,706,961
Other Local Revenue	-	-	-	-	-	-
Total Revenues	**$86,791,703**	**$92,645,917**	**$97,361,357**	**$101,381,103**	**$103,193,961**	**$103,572,096**
Expenses						
Certificated Salaries	$31,539,229	$33,221,911	$34,841,836	$36,143,308	$37,316,103	$38,061,187
Classified Salaries	4,502,043	4,904,285	5,051,414	5,202,956	5,359,045	5,466,226
Employee Benefits	14,499,707	15,591,658	16,642,974	17,604,051	18,778,140	19,015,514
Books & Supplies	13,782,807	14,906,106	15,737,121	16,411,850	17,009,857	17,574,903
Subagreement Services	10,179,605	10,616,874	11,006,696	11,374,542	11,735,408	12,097,643
Operations and Housekeeping	1,056,750	1,142,875	1,206,590	1,258,323	1,304,173	1,347,496
Facilities, Repairs and Other Leases	540,294	584,328	616,904	643,354	666,796	688,946
Professional Services	4,269,107	4,608,203	4,861,251	5,069,876	5,255,933	5,402,853
Depreciation and Interest	29,478	30,362	31,273	32,211	33,178	34,173
Total Expenses	**$80,399,019**	**$85,606,602**	**$89,996,061**	**$93,740,471**	**$97,458,633**	**$99,688,941**
Increase/(Decrease) of Net Assets	**$6,392,684**	**$7,039,315**	**$7,365,297**	**$7,640,632**	**$5,735,327**	**$3,883,155**
	8.0%	8.2%	8.2%	8.2%	5.9%	3.9%
Beginning Cash Balance	20,741,636	13,619,594	27,550,233	33,053,772	38,813,429	44,592,730
Ending Cash Balance	**$13,619,594**	**$27,550,233**	**$33,053,772**	**$38,813,429**	**$44,592,730**	**$48,437,486**
Cash Balance (% of Expenditures)	**16.9%**	**32.2%**	**36.7%**	**41.4%**	**45.8%**	**48.6%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to the maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for the next 6 years Pacific Coast Academy is in operation. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly.

Expenditures

The most significant part of Pacific Coast Academy's cost structure is staff compensation, which is generally paid evenly throughout the year except in July, when most staff are not working prior to the start of the school year, and June after the close of the school year.

Fund Balance

The fund balance is expected to be above the CDE-recommended levels in each year of operations and grow to 55.1% by the end of 2029-30. This balance has been reserved for economic uncertainty and other purposes outlined in the fund balance policy.

Table S: Statement of Fund Balance

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Fund Balance						
Beginning Fund Balance	$16,881,160	$23,273,844	$30,313,160	$37,678,456	$45,319,088	$51,054,416
Increase/(Decrease) in Net Assets	6,392,684	7,039,315	7,365,297	7,640,632	5,735,327	3,883,155
Ending Fund Balance	**$23,273,844**	**$30,313,160**	**$37,678,456**	**$45,319,088**	**$51,054,416**	**$54,937,571**
Fund Balance (% of Expenditures)	**28.9%**	**35.4%**	**41.9%**	**48.3%**	**52.4%**	**55.1%**

Calculator Tab

Pacific Coast Academy (136416) - FY25 Budget	v.25.1a					PY3	v.25.1a					6/5/2024	PY2
LOCAL CONTROL FUNDING FORMULA						**2021-22**							**2022-23**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		5.07%	0.00%	38.93%	38.93%			13.26%	0.00%	38.99%	38.99%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration		Total
Grades TK-3	1,969.55	$ 8,093	$ 842	$ 696	$ -	$ 18,968,104	2,197.95	$ 9,166	$ 953	$ 789	$ -		$ 23,975,414
Grades 4-6	1,221.05	8,215		640	-	10,811,934	1,369.03	9,304		726	-		13,730,722
Grades 7-8	598.56	8,458		659	-	5,456,796	665.79	9,580		747	-		6,875,645
Grades 9-12	601.09	9,802	255	783	-	6,515,838	614.04	11,102	289	888	-		7,539,963
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-				-
Total Base, Supplemental, and Concentration Grant		$ 36,924,998	$ 1,811,639	$ 3,016,035	$ -	$ 41,752,672		$ 46,079,205	$ 2,272,104	$ 3,770,435	$ -		$ 52,121,744
NSS Allowance		-				-		-					-
TOTAL BASE	4,390.25	$ 36,924,998	$ 1,811,639	$ 3,016,035	$ -	$ 41,752,672	4,846.81	$ 46,079,205	$ 2,272,104	$ 3,770,435	$ -		$ 52,121,744
ADD ONS:													
Targeted Instructional Improvement Block Grant						$ -							$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-							-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ -		-	TK ADA	179.53	TK Add-on rate	$ 2,813.00			505,018
ECONOMIC RECOVERY TARGET PAYMENT						-							-
LCFF Entitlement Before Adjustments						$ 41,752,672							$ 52,626,762
Miscellaneous Adjustments						-							-
ADJUSTED LCFF ENTITLEMENT						**$ 41,752,672**							**$ 52,626,762**
Local Revenue (including RDA)						(1,070,475)							(1,457,872)
Gross State Aid						**$ 40,682,197**							**$ 51,168,890**
Education Protection Account Entitlement						(878,050)							(969,362)
Net State Aid						**$ 39,804,147**							**$ 50,199,528**
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2021-22 ADA		N/A			12-13 Rate	2022-23 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	4,390.25		$ -			$ -	4,846.81			$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -				-
Minimum State Aid Adjustments						-							-
Less Current Year Property Taxes/In-Lieu						(1,070,475)							(1,457,872)
Less Education Protection Account Entitlement						(878,050)							(969,362)
Subtotal State Aid for Historical RL/Charter General BG						$ -							$ -
Categorical Minimum State Aid						-							-
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-			-
Minimum State Aid Guarantee Before Proration Factor						$ -							$ -
Proration Factor													0.00%
Minimum State Aid Guarantee						$ -							$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						41,752,672							52,121,744
Minimum State Aid plus Property Taxes including RDA						1,070,475							1,457,872
Offset						-							-
Minimum State Aid Prior to Offset						-							-
Total Minimum State Aid with Offset						-							-
State Aid Before Additional State Aid						**$ 39,804,147**							**$ 50,199,528**
ADDITIONAL STATE AID						$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 39,804,147**							**$ 50,199,528**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 41,752,672**							**$ 52,626,762**
Change Over Prior Year									26.04%	10,874,090			
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 9,510							10,858
Per-ADA Change Over Prior Year									14.17%	1,348			
Basic Aid Status (school districts only)						-							-
LCFF SOURCES INCLUDING EXCESS TAXES													
						2021-22				Increase			2022-23
State Aid						$ 39,804,147			26.12%	10,395,381			$ 50,199,528
Education Protection Account						878,050							969,362
Property Taxes Net of In-Lieu Transfers						-			0.00%	-			-
Charter In-Lieu Taxes						1,070,475			36.19%	387,397			1,457,872
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 41,752,672**			25.83%	10,782,778			**$ 52,626,762**

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Calculator Tab

Pacific Coast Academy (136416) - FY25 Budget	v.25.1a					PY1	v.25.1a					CY
LOCAL CONTROL FUNDING FORMULA						**2023-24**						**2024-25**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		8.22%	0.00%	38.79%	38.79%			1.07%	0.00%	39.00%	39.00%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	2,556.06	$ 9,919	$ 1,032	$ 850	$ -	$ 30,162,987	2,811.67	$ 10,025	$ 1,043	$ 863	$ -	$ 33,546,842
Grades 4-6	1,560.53	10,069		781	-	16,931,990	1,716.58	10,177		794	-	18,832,299
Grades 7-8	779.97	10,367		804	-	8,713,257	857.97	10,478		817	-	9,690,981
Grades 9-12	632.19	12,015	312	956	-	8,397,587	695.41	12,144	316	972	-	9,340,650
Subtract Necessary Small School ADA and Funding	-	-	-	-		-	-	-	-	-		-
Total Base, Supplemental, and Concentration Grant		$ 56,748,248	$ 2,835,097	$ 4,622,476	$ -	$ 64,205,821		$ 63,091,442	$ 3,152,316	$ 5,167,014	$ -	$ 71,410,772
NSS Allowance		-				-		-				-
TOTAL BASE	5,528.75	$ 56,748,248	$ 2,835,097	$ 4,622,476	$ -	$ 64,205,821	6,081.63	$ 63,091,442	$ 3,152,316	$ 5,167,014	$ -	$ 71,410,772
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	290.34	TK Add-on rate	$ 3,044.00		883,795	TK ADA	319.37	TK Add-on rate	$ 3,077.00		982,714
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 65,089,616						$ 72,393,486
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 65,089,616**						**$ 72,393,486**
Local Revenue (including RDA)						(1,549,985)						(1,704,984)
Gross State Aid						**$ 63,539,631**						**$ 70,688,503**
Education Protection Account Entitlement						(1,105,750)						(1,216,325)
Net State Aid						**$ 62,433,881**						**$ 69,472,178**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2023-24 ADA		N/A			12-13 Rate	2024-25 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	5,528.75		$ -			$ -	6,081.63		$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(1,549,985)						(1,704,984)
Less Education Protection Account Entitlement						(1,105,750)						(1,216,325)
Subtotal State Aid for Historical RL/Charter General BG						$ -						$ -
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						$ -						$ -
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						$ -						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						64,205,821						71,410,772
Minimum State Aid plus Property Taxes including RDA						1,549,985						1,704,984
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 62,433,881**						**$ 69,472,178**
ADDITIONAL STATE AID						$ -						$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 62,433,881**						**$ 69,472,178**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 65,089,616**						**$ 72,393,486**
Change Over Prior Year			23.68%	12,462,854					11.22%	7,303,870		
LCFF Entitlement Per ADA (excluding Categorical MSA)						11,773						11,904
Per-ADA Change Over Prior Year			8.43%	915					1.11%	131		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2023-24				Increase		2024-25
State Aid			24.37%	12,234,353		$ 62,433,881			11.27%	7,038,297		$ 69,472,178
Education Protection Account						1,105,750						1,216,325
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			6.32%	92,113		1,549,985			10.00%	154,999		1,704,984
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			23.42%	12,326,466		**$ 65,089,616**			11.05%	7,193,296		**$ 72,393,487**

Calculator Tab

Pacific Coast Academy (136416) - FY25 Budget	v.25.1a						CY1	v.25.1a						CY2
LOCAL CONTROL FUNDING FORMULA							**2025-26**							**2026-27**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.93%		0.00%	39.33%	39.33%			3.08%		0.00%	39.33%	39.33%	
	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	2,952.25	$ 10,319		$ 1,073	$ 896	$ -	$ 36,277,519	3,026.06	$ 10,637		$ 1,106	$ 924	$ -	$ 38,330,151
Grades 4-6	1,802.41	10,475			824	-	20,365,389	1,847.47	10,798			849	-	21,518,197
Grades 7-8	900.87	10,785			848	-	10,480,080	923.39	11,117			874	-	11,072,761
Grades 9-12	730.18	12,500		325	1,009	-	10,101,167	748.43	12,885		335	1,040	-	10,672,582
Subtract Necessary Small School ADA and Funding	-	-		-	-		-	-	-		-	-		-
Total Base, Supplemental, and Concentration Grant		$ 68,187,604		$ 3,405,071	$ 5,631,480	$ -	$ 77,224,155		$ 72,046,025		$ 3,597,543	$ 5,950,123	$ -	$ 81,593,691
NSS Allowance		-					-		-					-
TOTAL BASE	6,385.71	$ 68,187,604		$ 3,405,071	$ 5,631,480	$ -	$ 77,224,155	6,545.35	$ 72,046,025		$ 3,597,543	$ 5,950,123	$ -	$ 81,593,691
ADD ONS:														
Targeted Instructional Improvement Block Grant							$ -							$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-							-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	335.34	TK Add-on rate		$ 3,167.00		1,062,030	TK ADA	343.73	TK Add-on rate		$ 3,265.00		1,122,266
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 78,286,185							$ 82,715,957
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 78,286,185**							**$ 82,715,957**
Local Revenue (including RDA)							(1,790,233)							(1,834,988)
Gross State Aid							**$ 76,495,952**							**$ 80,880,969**
Education Protection Account Entitlement							(1,277,141)							(1,309,070)
Net State Aid							**$ 75,218,811**							**$ 79,571,899**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2025-26 ADA			N/A			12-13 Rate	2026-27 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	6,385.71			$ -			$ -	6,545.35			$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(1,790,233)							(1,834,988)
Less Education Protection Account Entitlement							(1,277,141)							(1,309,070)
Subtotal State Aid for Historical RL/Charter General BG							$ -							$ -
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			-	-			-			-	-			-
Minimum State Aid Guarantee Before Proration Factor							$ -							$ -
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							$ -							$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							77,224,155							81,593,691
Minimum State Aid plus Property Taxes including RDA							1,790,233							1,834,988
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 75,218,811**							**$ 79,571,899**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 75,218,811**							**$ 79,571,899**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppler							**$ 78,286,185**							**$ 82,715,957**
Change Over Prior Year			8.14%	5,892,699						5.66%	4,429,772			
LCFF Entitlement Per ADA (excluding Categorical MSA)							12,260							12,637
Per-ADA Change Over Prior Year			2.99%	356						3.08%	377			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2025-26				Increase			2026-27
State Aid			8.27%	5,746,633			$ 75,218,811			5.79%	4,353,088			$ 79,571,899
Education Protection Account							1,277,141							1,309,070
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			5.00%	85,249			1,790,233			2.50%	44,756			1,834,988
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			8.06%	5,831,882			**$ 78,286,185**			5.62%	4,397,844			**$ 82,715,957**

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Calculator Tab

Pacific Coast Academy (136416) - FY25 Budget	v.25.1a						CY3	v.25.1a						CY4
LOCAL CONTROL FUNDING FORMULA							**2027-28**							**2028-29**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		3.30%		0.00%	39.33%	39.33%			3.29%		0.00%	39.33%	39.33%	
	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	3,063.88	$ 10,988		$ 1,143	$ 954	$ -	$ 40,091,573	3,083.03	$ 11,350		$ 1,180	$ 986	$ -	$ 41,669,037
Grades 4-6	1,870.57	11,154			877	-	22,505,477	1,882.26	11,521			906	-	23,391,262
Grades 7-8	934.93	11,484			903	-	11,581,279	940.77	11,862			933	-	12,037,247
Grades 9-12	757.79	13,310		346	1,074	-	11,162,375	762.53	13,748		357	1,109	-	11,601,445
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 75,353,123		$ 3,764,212	$ 6,223,369	$ -	$ 85,340,704		$ 78,320,524		$ 3,910,198	$ 6,468,269	$ -	$ 88,698,991
NSS Allowance		-					-		-					-
TOTAL BASE	6,627.17	$ 75,353,123		$ 3,764,212	$ 6,223,369	$ -	$ 85,340,704	6,668.59	$ 78,320,524		$ 3,910,198	$ 6,468,269	$ -	$ 88,698,991
ADD ONS:														
Targeted Instructional Improvement Block Grant							$ -							$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-							-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	348.02	TK Add-on rate		$ 3,373.00		1,173,881	TK ADA	350.20	TK Add-on rate		$ 3,484.00		1,220,090
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 86,514,585							$ 89,919,081
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 86,514,585**							**$ 89,919,081**
Local Revenue (including RDA)							(1,857,926)							(1,869,538)
Gross State Aid							**$ 84,656,659**							**$ 88,049,543**
Education Protection Account Entitlement							(1,325,433)							(1,333,717)
Net State Aid							**$ 83,331,226**							**$ 86,715,826**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2027-28 ADA			N/A			12-13 Rate	2028-29 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	6,627.17			$ -			$ -	6,668.59			$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(1,857,926)							(1,869,538)
Less Education Protection Account Entitlement							(1,325,433)							(1,333,717)
Subtotal State Aid for Historical RL/Charter General BG							$ -							$ -
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			-	-			-			-	-			-
Minimum State Aid Guarantee Before Proration Factor							$ -							$ -
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							$ -							$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							85,340,704							88,698,991
Minimum State Aid plus Property Taxes including RDA							1,857,926							1,869,538
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 83,331,226**							**$ 86,715,826**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 83,331,226**							**$ 86,715,826**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppler							**$ 86,514,585**							**$ 89,919,081**
Change Over Prior Year			4.59%	3,798,628						3.94%	3,404,496			
LCFF Entitlement Per ADA (excluding Categorical MSA)							13,055							13,484
Per-ADA Change Over Prior Year			3.31%	418						3.29%	429			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2027-28				Increase			2028-29
State Aid			4.72%	3,759,327			$ 83,331,226			4.06%	3,384,600			$ 86,715,826
Education Protection Account							1,325,433							1,333,717
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			1.25%	22,937			1,857,926			0.63%	11,612			1,869,538
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			4.57%	3,782,264			**$ 86,514,585**			4.34%	3,396,212			**$ 89,919,081**

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FCMAT FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

FY24-25 Pacific Coast Academy 6-Year Projection

Multi-Year Forecast

Revised 6/12/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions						
LCFF COLA	*1.07%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*3.00%*	*3.00%*	*3.00%*	*3.00%*	*3.00%*
Enrollment	*6,206*	*6,516*	*6,679*	*6,762*	*6,805*	*6,826*
Average Daily Attendance	*6,081.63*	*6,385.71*	*6,545.35*	*6,627.17*	*6,668.59*	*6,689.42*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 69,354,439	$ 75,095,183	$ 79,445,181	$ 83,202,924	$ 86,586,722	$ 86,857,299
8012 Education Protection Account	1,216,325	1,277,141	1,309,070	1,325,433	1,333,717	1,337,885
8019 State Aid - Prior Year	-	-	-	-	-	-
8096 In Lieu of Property Taxes	1,822,724	1,913,860	1,961,707	1,986,228	1,998,642	2,004,888
	72,393,488	78,286,185	82,715,957	86,514,585	89,919,081	90,200,071
Federal Revenue						
8181 Special Education - Entitlement	851,428	893,999	916,349	905,174	899,586	896,793
8290 Title I, Part A - Basic Low Income	579,469	608,442	623,654	631,449	635,396	637,381
8291 Title II, Part A - Teacher Quality	105,842	111,134	113,912	115,336	116,057	116,420
8293 Title III - Limited English	13,155	13,813	14,158	14,335	14,425	14,470
8296 Other Federal Revenue	(0)	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	1,549,894	1,627,388	1,668,073	1,666,294	1,665,464	1,665,064
Other State Revenue						
8311 State Special Education	5,261,275	5,524,338	5,662,447	5,733,227	5,769,060	5,787,088
8550 Mandated Cost	127,652	140,417	154,165	158,019	159,994	160,994
8560 State Lottery	1,514,325	1,590,041	1,629,792	1,650,164	1,660,478	1,665,667
8598 Prior Year Revenue	-	-	-	-	-	-
8599 Other State Revenue	5,945,071	5,477,548	5,530,924	5,658,813	4,019,884	4,093,212
	12,848,322	12,732,344	12,977,327	13,200,224	11,609,416	11,706,961
Other Local Revenue						
8660 Interest Revenue	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-
	-	-	-	-	-	-
Total Revenue	**$ 86,791,703**	**$ 92,645,917**	**$ 97,361,357**	**$ 101,381,103**	**$ 103,193,961**	**$ 103,572,096**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	22,339,801	23,746,500	24,910,329	25,913,855	26,779,767	27,315,362
1175 Teachers' Extra Duty/Stipends	2,681,231	2,761,667	2,849,822	2,935,317	3,023,376	3,082,606
1200 Pupil Support Salaries	3,033,884	3,124,900	3,218,647	3,315,207	3,414,663	3,482,956
1300 Administrators' Salaries	2,587,416	2,665,038	2,911,520	2,998,865	3,088,831	3,150,608
1900 Other Certificated Salaries	896,897	923,804	951,519	980,064	1,009,466	1,029,655
	31,539,229	33,221,911	34,841,836	36,143,308	37,316,103	38,061,187
Classified Salaries						
2100 Instructional Salaries	193,993	341,953	352,211	362,778	373,661	381,134
2200 Support Salaries	1,090,752	1,248,516	1,285,971	1,324,550	1,364,287	1,391,572
2300 Classified Administrators' Salaries	565,552	582,519	599,994	617,994	636,534	649,264
2400 Clerical and Office Staff Salaries	1,870,685	1,926,805	1,984,609	2,044,148	2,105,472	2,147,581
2900 Other Classified Salaries	781,061	804,493	828,628	853,487	879,091	896,673
	4,502,043	4,904,285	5,051,414	5,202,956	5,359,045	5,466,226
Benefits						
3101 STRS	9,149,314	9,644,229	10,119,526	10,499,797	11,072,551	10,983,589
3301 OASDI	299,190	304,066	313,188	322,583	332,261	338,906
3311 Medicare	527,246	552,830	578,452	599,521	618,790	631,147
3401 Health and Welfare	3,784,000	4,319,700	4,831,530	5,358,606	5,910,572	6,206,100
3501 State Unemployment	194,530	198,940	201,880	203,350	203,840	202,860
3601 Workers' Compensation	545,427	571,893	598,399	620,194	640,127	652,911
3901 Other Benefits	-	-	-	-	-	-
	14,499,707	15,591,658	16,642,974	17,604,051	18,778,140	19,015,514

FY24-25 Pacific Coast Academy 6-Year Projection

Multi-Year Forecast

Revised 6/12/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Books and Supplies						
4100 Textbooks and Core Curricula	147,492	159,513	168,405	175,626	182,025	188,072
4302 School Supplies	8,821,760	9,540,733	10,072,629	10,504,493	10,887,250	11,248,911
4305 Software	2,651,326	2,867,409	3,027,267	3,157,061	3,272,097	3,380,792
4310 Office Expense	144,432	156,203	164,912	171,982	178,249	184,170
4311 Business Meals	12,852	13,899	14,674	15,303	15,861	16,388
4400 Noncapitalized Equipment	2,004,945	2,168,348	2,289,234	2,387,385	2,474,375	2,556,571
	13,782,807	14,906,106	15,737,121	16,411,850	17,009,857	17,574,903
Subagreement Services						
5101 Nursing	-	-	-	-	-	-
5102 Special Education	2,557,140	2,765,547	2,919,726	3,044,909	3,155,858	3,260,692
5105 Security	3,672	3,971	4,193	4,372	4,532	4,682
5106 Other Educational Consultants	7,618,793	7,847,356	8,082,777	8,325,260	8,575,018	8,832,269
	10,179,605	10,616,874	11,006,696	11,374,542	11,735,408	12,097,643
Operations and Housekeeping						
5201 Auto and Travel	105,366	113,953	120,306	125,464	130,036	134,356
5300 Dues & Memberships	39,372	42,581	44,955	46,882	48,590	50,205
5400 Insurance	739,122	799,360	843,924	880,108	912,177	942,478
5501 Utilities	32,946	35,631	37,618	39,230	40,660	42,011
5900 Communications	119,850	129,618	136,844	142,711	147,911	152,825
5901 Postage and Shipping	20,094	21,732	22,943	23,927	24,799	25,623
	1,056,750	1,142,875	1,206,590	1,258,323	1,304,173	1,347,496
Facilities, Repairs and Other Leases						
5601 Rent	515,202	557,191	588,254	613,476	635,829	656,951
5604 Other Leases	20,910	22,614	23,875	24,899	25,806	26,663
5610 Repairs and Maintenance	4,182	4,523	4,775	4,980	5,161	5,333
	540,294	584,328	616,904	643,354	666,796	688,946
Professional/Consulting Services						
5801 IT	9,996	10,811	11,413	11,903	12,336	12,746
5802 Audit & Taxes	13,668	14,078	14,500	14,935	15,383	15,845
5803 Legal	151,470	156,014	160,695	165,515	170,481	175,595
5804 Professional Development	134,946	145,944	154,080	160,687	166,542	172,074
5805 General Consulting	25,296	27,358	28,883	30,121	31,219	32,256
5806 Special Activities/Field Trips	1,603,956	1,734,679	1,831,387	1,909,908	1,979,500	2,045,257
5807 Bank Charges	4,896	5,295	5,590	5,830	6,042	6,243
5808 Printing	3,774	4,082	4,309	4,494	4,658	4,812
5809 Other taxes and fees	24,990	27,027	28,533	29,757	30,841	31,866
5810 Payroll Service Fee	102,000	110,313	116,463	121,456	125,882	130,064
5811 Management Fee	1,464,162	1,583,491	1,671,770	1,743,448	1,806,975	1,867,000
5812 District Oversight Fee	723,935	782,862	827,160	865,146	899,191	902,001
5813 County Fees	1,020	1,103	1,165	1,215	1,259	1,301
5815 Public Relations/Recruitment	4,998	5,148	5,302	5,461	5,625	5,794
	4,269,107	4,608,203	4,861,251	5,069,876	5,255,933	5,402,853
Depreciation						
6900 Depreciation Expense	29,478	30,362	31,273	32,211	33,178	34,173
	29,478	30,362	31,273	32,211	33,178	34,173
Interest						
	-	-	-	-	-	-
Total Expenses	**$ 80,399,019**	**$ 85,606,602**	**$ 89,996,061**	**$ 93,740,471**	**$ 97,458,633**	**$ 99,688,941**
Surplus (Deficit)	**$ 6,392,684**	**$ 7,039,315**	**$ 7,365,297**	**$ 7,640,632**	**$ 5,735,327**	**$ 3,883,155**
Fund Balance, Beginning of Year	$ 16,881,160	$ 23,273,844	$ 30,313,160	$ 37,678,456	$ 45,319,088	$ 51,054,416
Fund Balance, End of Year	**$ 23,273,844**	**$ 30,313,160**	**$ 37,678,456**	**$ 45,319,088**	**$ 51,054,416**	**$ 54,937,571**
	28.9%	***35.4%***	***41.9%***	***48.3%***	***52.4%***	***55.1%***

FY24-25 Pacific Coast Academy 6-Year Projection

Multi-Year Forecast

Revised 6/12/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Cash Flow Adjustments						
Surplus (Deficit)	6,392,684	7,039,315	7,365,297	7,640,632	5,735,327	3,883,155
Cash Flows From Operating Activities						
Depreciation/Amortization	29,478	30,362	31,273	32,211	33,178	34,173
Public Funding Receivables	(8,022,918)	8,606,044	(304,812)	(290,798)	(107,079)	(71,652)
Grants and Contributions Rec.	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	(3,005,617)	114,335	166,288	132,117	117,875	(921)
Accrued Expenses	-	-	-	-	-	-
Deferred Revenue	(2,515,668)	(1,859,419)	(1,754,506)	(1,754,506)	-	-
Cash Flows From Investing Activities				-	-	-
Purchases of Prop. And Equip.	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities				-	-	-
Proceeds from Factoring	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-
Total Change in Cash	(7,122,042)	13,930,638	5,503,540	5,759,657	5,779,301	3,844,756
Cash, Beginning of Year	20,741,636	13,619,594	27,550,233	33,053,772	38,813,429	44,592,730
Cash, End of Year	**$ 13,619,594**	**$ 27,550,233**	**$ 33,053,772**	**$ 38,813,429**	**$ 44,592,730**	**$ 48,437,486**

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

ADA = 6081.63

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	3,152,474	3,152,474	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	5,674,454	11,979,405	**69,354,439**
8012	Education Protection Account	-	-	276,438	-	-	276,438	-	-	276,438	-	-	-	387,013	**1,216,325**
8096	In Lieu of Property Taxes	-	99,421	198,843	132,562	132,562	132,562	132,562	132,562	231,983	115,992	115,992	115,992	281,694	**1,822,724**
		-	3,251,896	3,627,755	5,807,016	5,807,016	6,083,453	5,807,016	5,807,016	6,182,874	5,790,445	5,790,445	5,790,445	12,648,111	**72,393,488**
Federal Revenue															
8181	Special Education - Entitlement	-	38,701	38,701	69,662	69,662	69,662	69,662	69,662	69,662	69,662	69,662	69,662	147,065	**851,428**
8290	Title I, Part A - Basic Low Income	-	-	144,867	-	-	434,602	-	-	-	-	-	-	-	**579,469**
8291	Title II, Part A - Teacher Quality	-	-	26,461	-	-	79,382	-	-	-	-	-	-	-	**105,842**
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,155	-	**13,155**
8296	Other Federal Revenue	-	-	-	(0)	-	-	(0)	-	-	(0)	-	-	(0)	**(0)**
		-	38,701	210,029	69,662	69,662	583,646	69,662	69,662	69,662	69,662	69,662	82,817	147,065	**1,549,894**
Other State Revenue															
8311	State Special Education	-	239,149	239,149	430,468	430,468	430,468	430,468	430,468	430,468	430,468	430,468	430,468	908,766	**5,261,275**
8550	Mandated Cost	-	-	-	-	-	127,652	-	-	-	-	-	-	-	**127,652**
8560	State Lottery	-	-	-	-	-	-	344,165	-	-	344,165	-	-	825,995	**1,514,325**
8599	Other State Revenue	-	15,204	15,204	656,284	27,367	27,367	656,284	27,367	27,367	656,284	27,367	27,367	3,781,606	**5,945,071**
		-	254,353	254,353	1,086,752	457,835	585,487	1,430,917	457,835	457,835	1,430,917	457,835	457,835	5,516,366	**12,848,322**
Other Local Revenue															
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		**-**	**3,544,950**	**4,092,136**	**6,963,430**	**6,334,513**	**7,252,586**	**7,307,595**	**6,334,513**	**6,710,372**	**7,291,025**	**6,317,943**	**6,331,098**	**18,311,542**	**86,791,703**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	782,045	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	2,052,670	1,031,058	-	**22,339,801**
1175	Teachers' Extra Duty/Stipends	4,167	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	254,760	129,463	-	**2,681,231**
1200	Pupil Support Salaries	130,339	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	275,853	145,013	-	**3,033,884**
1300	Administrators' Salaries	211,139	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	216,514	211,139	-	**2,587,416**
1900	Other Certificated Salaries	38,634	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	81,739	40,870	-	**896,897**
		1,166,324	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	2,881,536	1,557,544	-	**31,539,229**
Classified Salaries															
2100	Instructional Salaries	-	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	9,238	-	**193,993**
2200	Support Salaries	88,183	97,065	97,065	97,065	97,065	97,065	97,065	97,065	97,065	97,065	97,065	92,624	(60,699)	**1,090,752**
2300	Classified Administrators' Salaries	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	47,129	-	**565,552**
2400	Clerical and Office Staff Salaries	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	155,890	-	**1,870,685**
2900	Other Classified Salaries	57,631	66,154	66,154	66,154	66,154	66,154	66,154	66,154	66,154	66,154	66,154	61,892	-	**781,061**
		348,834	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	384,714	366,774	(60,699)	**4,502,043**
Benefits															
3101	STRS	222,768	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	550,373	297,491	3,125,321	**9,149,314**
3301	OASDI	22,874	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	24,050	-	**299,190**
3311	Medicare	22,128	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	47,701	28,103	-	**527,246**
3401	Health and Welfare	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	315,333	-	**3,784,000**
3501	State Unemployment	9,727	9,727	9,727	9,727	9,727	9,727	48,633	38,906	19,453	9,727	9,727	9,727	-	**194,530**
3601	Workers' Compensation	22,891	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	49,346	29,073	-	**545,427**
		615,720	997,708	997,708	997,708	997,708	997,708	1,036,614	1,026,887	1,007,434	997,708	997,708	703,777	3,125,321	**14,499,707**
Books and Supplies															
4100	Textbooks and Core Materials	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	12,291	-	**147,492**
4302	School Supplies	158,328	896,891	649,171	322,790	249,186	332,828	452,312	361,854	1,589,405	1,325,222	1,178,278	1,305,497	-	**8,821,760**
4305	Software	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	220,944	-	**2,651,326**
4310	Office Expense	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	-	**144,432**
4311	Business Meals	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	-	**12,852**
4400	Noncapitalized Equipment	35,984	203,839	147,539	73,361	56,633	75,643	102,798	82,239	361,228	301,187	267,790	296,704	-	**2,004,945**
		440,653	1,347,072	1,043,052	642,493	552,160	654,812	801,451	690,435	2,196,975	1,872,751	1,692,410	1,848,543	-	**13,782,807**

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

ADA = 6081.63

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	213,095	-	**2,557,140**
5105	Security	306	306	306	306	306	306	306	306	306	306	306	306	-	**3,672**
5106	Other Educational Consultants	136,737	774,588	560,648	278,773	215,206	287,442	390,633	312,510	1,372,668	1,144,510	1,017,604	1,127,475	-	**7,618,793**
		350,138	987,989	774,049	492,174	428,607	500,843	604,034	525,911	1,586,069	1,357,911	1,231,005	1,340,876	-	**10,179,605**
Operations and Housekeeping															
5201	Auto and Travel	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	8,781	-	**105,366**
5300	Dues & Memberships	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	-	**39,372**
5400	Insurance	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	61,593	-	**739,122**
5501	Utilities	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	-	**32,946**
5900	Communications	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	9,988	-	**119,850**
5901	Postage and Shipping	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	-	**20,094**
		88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	88,062	-	**1,056,750**
Facilities, Repairs and Other Leases															
5601	Rent	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	42,934	-	**515,202**
5604	Other Leases	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	-	**20,910**
5610	Repairs and Maintenance	349	349	349	349	349	349	349	349	349	349	349	349	-	**4,182**
		45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	-	**540,294**
Professional/Consulting Services															
5801	IT	833	833	833	833	833	833	833	833	833	833	833	833	-	**9,996**
5802	Audit & Taxes	-	-	-	4,556	4,556	4,556	-	-	-	-	-	-	-	**13,668**
5803	Legal	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	12,623	-	**151,470**
5804	Professional Development	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	-	**134,946**
5805	General Consulting	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	**25,296**
5806	Special Activities/Field Trips	28,787	163,071	118,031	58,689	45,306	60,514	82,238	65,792	288,983	240,950	214,232	237,363	-	**1,603,956**
5807	Bank Charges	408	408	408	408	408	408	408	408	408	408	408	408	-	**4,896**
5808	Printing	315	315	315	315	315	315	315	315	315	315	315	315	-	**3,774**
5809	Other taxes and fees	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**24,990**
5810	Payroll Service Fee	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	**102,000**
5811	Management Fee	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	122,013	-	**1,464,162**
5812	District Oversight Fee	-	32,519	36,278	58,070	58,070	60,835	58,070	58,070	61,829	57,904	57,904	57,904	126,481	**723,935**
5813	County Fees	-	-	-	255	-	-	255	-	-	255	-	-	255	**1,020**
5815	Public Relations/Recruitment	417	417	417	417	417	417	417	417	417	417	417	417	-	**4,998**
		189,331	356,134	314,853	282,114	268,477	286,449	301,108	284,406	511,355	459,653	432,681	455,812	126,736	**4,269,107**
Depreciation															
6900	Depreciation Expense	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
		2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**3,246,543**	**7,090,695**	**6,531,455**	**5,816,282**	**5,648,744**	**5,841,604**	**6,144,999**	**5,929,432**	**8,703,626**	**8,089,816**	**7,755,597**	**6,408,867**	**3,191,358**	**80,399,019**
Monthly Surplus (Deficit)		**(3,246,543)**	**(3,545,745)**	**(2,439,318)**	**1,147,148**	**685,769**	**1,410,981**	**1,162,595**	**405,081**	**(1,993,254)**	**(798,791)**	**(1,437,654)**	**(77,769)**	**15,120,184**	**6,392,684**
															7.4%

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

ADA = 6081.63

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(3,246,543)	(3,545,745)	(2,439,318)	1,147,148	685,769	1,410,981	1,162,595	405,081	(1,993,254)	(798,791)	(1,437,654)	(77,769)	15,120,184	**6,392,684**
Cash flows from operating activities														
Depreciation/Amortization	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,478**
Public Funding Receivables	5,918,249	-	-	1,461,614	-	-	2,908,760	-	-	-	-	-	(18,311,542)	**(8,022,918)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(6,196,975)	-	-	-	-	-	-	-	-	-	-	-	3,191,358	**(3,005,617)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(628,917)	-	-	(628,917)	-	-	(628,917)	-	(628,917)	-	**(2,515,668)**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	(3,522,813)	(3,543,289)	(2,436,862)	1,982,302	688,225	1,413,438	3,444,895	407,538	(1,990,797)	(1,425,252)	(1,435,197)	(704,230)		
Cash, Beginning of Month	20,741,636	17,218,823	13,675,535	11,238,673	13,220,975	13,909,201	15,322,638	18,767,533	19,175,071	17,184,273	15,759,022	14,323,824		
Cash, End of Month	**17,218,823**	**13,675,535**	**11,238,673**	**13,220,975**	**13,909,201**	**15,322,638**	**18,767,533**	**19,175,071**	**17,184,273**	**15,759,022**	**14,323,824**	**13,619,594**		

FY24-25 Pacific Coast Academy - Charter Petition Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY25-26

Revised 6/12/24

ADA = 6385.71

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 6081.63	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	3,575,961	3,575,961	6,436,730	6,436,730	6,436,730	6,436,730	6,436,730	7,151,922	7,151,922	7,151,922	7,151,922	7,151,922	**75,095,183**	69,354,439	5,740,745
8012 Education Protection Account	-	-	-	304,081	-	-	304,081	-	-	349,693	-	-	319,285	**1,277,141**	1,216,325	60,816
8096 In Lieu of Property Taxes	-	114,832	229,663	153,109	153,109	153,109	153,109	153,109	267,940	133,970	133,970	133,970	133,970	**1,913,860**	1,822,724	91,136
	-	3,690,793	3,805,624	6,893,920	6,589,839	6,589,839	6,893,920	6,589,839	7,419,863	7,635,586	7,285,892	7,285,892	7,605,178	**78,286,185**	**72,393,488**	**5,892,697**
Federal Revenue																
8181 Special Education - Entitlement	-	44,700	44,700	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	80,460	**893,999**	851,428	42,571
8290 Title I, Part A - Basic Low Income	-	-	152,111	-	-	152,111	-	-	152,111	-	-	-	152,111	**608,442**	579,469	28,973
8291 Title II, Part A - Teacher Quality	-	-	27,784	-	-	27,784	-	-	27,784	-	-	-	27,784	**111,134**	105,842	5,292
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,813	-	**13,813**	13,155	658
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	(0)	0
	-	44,700	224,594	80,460	80,460	260,354	80,460	80,460	260,354	80,460	80,460	94,273	260,354	**1,627,388**	**1,549,894**	**77,495**
Other State Revenue																
8311 State Special Education	-	276,217	276,217	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	497,190	**5,524,338**	5,261,275	263,064
8550 Mandated Cost	-	-	-	-	-	140,417	-	-	-	-	-	-	-	**140,417**	127,652	12,765
8560 State Lottery	-	-	-	-	-	-	397,510	-	-	397,510	-	-	795,020	**1,590,041**	1,514,325	75,716
8599 Other State Revenue	-	-	-	-	3,560,406	-	-	-	-	1,369,387	-	-	547,755	**5,477,548**	5,945,071	(467,522)
	-	276,217	276,217	497,190	4,057,597	637,607	894,701	497,190	497,190	2,264,088	497,190	497,190	1,839,966	**12,732,344**	12,848,322	(115,977)
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue	**-**	**4,011,710**	**4,306,435**	**7,471,570**	**10,727,896**	**7,487,800**	**7,869,081**	**7,167,489**	**8,177,407**	**9,980,134**	**7,863,543**	**7,877,356**	**9,705,497**	**92,645,917**	**86,791,703**	**5,854,214**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	831,290	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	2,181,923	1,095,982	-	**23,746,500**	22,339,801	(1,406,699)
1175 Teachers' Extra Duty/Stipends	4,292	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	262,403	133,347	-	**2,761,667**	2,681,231	(80,437)
1200 Pupil Support Salaries	134,249	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	284,129	149,364	-	**3,124,900**	3,033,884	(91,017)
1300 Administrators' Salaries	217,473	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	223,009	217,473	-	**2,665,038**	2,587,416	(77,622)
1900 Other Certificated Salaries	39,793	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	84,192	42,096	-	**923,804**	896,897	(26,907)
	1,227,096	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	3,035,655	1,638,262	-	**33,221,911**	**31,539,229**	**(1,682,682)**
Classified Salaries																
2100 Instructional Salaries	-	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	32,567	16,283	-	**341,953**	193,993	(147,960)
2200 Support Salaries	100,937	111,104	111,104	111,104	111,104	111,104	111,104	111,104	111,104	111,104	111,104	106,020	(69,479)	**1,248,516**	1,090,752	(157,763)
2300 Classified Administrators' Salaries	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	48,543	-	**582,519**	565,552	(16,967)
2400 Clerical and Office Staff Salaries	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	160,567	-	**1,926,805**	1,870,685	(56,121)
2900 Other Classified Salaries	59,360	68,138	68,138	68,138	68,138	68,138	68,138	68,138	68,138	68,138	68,138	63,749	-	**804,493**	781,061	(23,432)
	369,408	420,919	420,919	420,919	420,919	420,919	420,919	420,919	420,919	420,919	420,919	395,164	(69,479)	**4,904,285**	**4,502,043**	**(402,242)**
Benefits																
3101 STRS	234,375	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	579,810	312,908	3,298,844	**9,644,229**	9,149,314	(494,915)
3301 OASDI	23,247	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	25,638	24,442	-	**304,066**	299,190	(4,876)
3311 Medicare	23,202	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	29,467	-	**552,830**	527,246	(25,584)
3401 Health and Welfare	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	359,975	-	**4,319,700**	3,784,000	(535,700)
3501 State Unemployment	9,947	9,947	9,947	9,947	9,947	9,947	49,735	39,788	19,894	9,947	9,947	9,947	-	**198,940**	194,530	(4,410)
3601 Workers' Compensation	24,002	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	51,741	30,483	-	**571,893**	545,427	(26,466)
	674,747	1,077,127	1,077,127	1,077,127	1,077,127	1,077,127	1,116,915	1,106,968	1,087,074	1,077,127	1,077,127	767,222	3,298,844	**15,591,658**	**14,499,707**	**(1,091,951)**
Books and Supplies																
4100 Textbooks and Core Curricula Mate	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	13,293	-	**159,513**	147,492	(12,021)
4302 School Supplies	171,231	969,988	702,079	349,097	269,494	359,953	489,175	391,345	1,718,941	1,433,228	1,274,308	1,411,895	-	**9,540,733**	8,821,760	(718,973)
4305 Software	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	238,951	-	**2,867,409**	2,651,326	(216,083)
4310 Office Expense	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	13,017	-	**156,203**	144,432	(11,771)
4311 Business Meals	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	1,158	-	**13,899**	12,852	(1,047)
4400 Noncapitalized Equipment	38,916	220,452	159,563	79,340	61,249	81,808	111,176	88,942	390,668	325,734	289,615	320,885	-	**2,168,348**	2,004,945	(163,403)
	476,566	1,456,858	1,128,061	694,856	597,161	708,179	866,770	746,705	2,376,028	2,025,380	1,830,342	1,999,199	-	**14,906,106**	**13,782,807**	**(1,123,299)**

FY24-25 Pacific Coast Academy - Charter Petition Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY25-26

Revised 6/12/24

ADA = 6385.71

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	230,462	-	**2,765,547**	2,557,140	(208,407)
5105 Security	331	331	331	331	331	331	331	331	331	331	331	331	-	**3,971**	3,672	(299)
5106 Other Educational Consultants	140,840	797,825	577,467	287,136	221,662	296,065	402,352	321,885	1,413,848	1,178,845	1,048,132	1,161,299	-	**7,847,356**	7,618,793	(228,564)
	371,633	1,028,618	808,261	517,929	452,455	526,858	633,145	552,678	1,644,641	1,409,639	1,278,925	1,392,092	-	**10,616,874**	**10,179,605**	**(437,270)**
Operations and Housekeeping																
5201 Auto and Travel	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	9,496	-	**113,953**	105,366	(8,587)
5300 Dues & Memberships	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	3,548	-	**42,581**	39,372	(3,209)
5400 Insurance	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	66,613	-	**799,360**	739,122	(60,238)
5501 Utilities	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	-	**35,631**	32,946	(2,685)
5900 Communications	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	10,801	-	**129,618**	119,850	(9,768)
5901 Postage and Shipping	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	-	**21,732**	20,094	(1,638)
	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	95,240	-	**1,142,875**	**1,056,750**	**(86,125)**
Facilities, Repairs and Other Leases																
5601 Rent	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	46,433	-	**557,191**	515,202	(41,989)
5604 Other Leases	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	-	**22,614**	20,910	(1,704)
5610 Repairs and Maintenance	377	377	377	377	377	377	377	377	377	377	377	377	-	**4,523**	4,182	(341)
	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	48,694	-	**584,328**	**540,294**	**(44,034)**
Professional/Consulting Services																
5801 IT	901	901	901	901	901	901	901	901	901	901	901	901	-	**10,811**	9,996	(815)
5802 Audit & Taxes	-	-	-	4,693	4,693	4,693	-	-	-	-	-	-	-	**14,078**	13,668	(410)
5803 Legal	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	13,001	-	**156,014**	151,470	(4,544)
5804 Professional Development	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	12,162	-	**145,944**	134,946	(10,998)
5805 General Consulting	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	-	**27,358**	25,296	(2,062)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	578,226	578,226	578,226	-	-	-	**1,734,679**	1,603,956	(130,722)
5807 Bank Charges	441	441	441	441	441	441	441	441	441	441	441	441	-	**5,295**	4,896	(399)
5808 Printing	340	340	340	340	340	340	340	340	340	340	340	340	-	**4,082**	3,774	(308)
5809 Other taxes and fees	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	-	**27,027**	24,990	(2,037)
5810 Payroll Service Fee	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	-	**110,313**	102,000	(8,313)
5811 Management Fee	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	131,958	-	**1,583,491**	1,464,162	(119,329)
5812 District Oversight Fee	-	36,908	38,056	68,939	65,898	65,898	68,939	65,898	74,199	76,356	72,859	72,859	76,052	**782,862**	723,935	(58,927)
5813 County Fees	-	-	-	276	-	-	276	-	-	276	-	-	276	**1,103**	1,020	(83)
5815 Public Relations/Recruitment	429	429	429	429	429	429	429	429	429	429	429	429	-	**5,148**	4,998	(150)
	172,957	209,865	211,013	246,864	243,548	243,548	242,172	817,081	825,382	827,815	245,816	245,816	76,328	**4,608,203**	**4,269,107**	**(339,096)**
Depreciation																
6900 Depreciation Expense	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**	29,478	(884)
	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**	**29,478**	**(884)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**3,438,871**	**7,375,506**	**6,827,500**	**6,139,815**	**5,973,329**	**6,158,751**	**6,462,039**	**6,826,471**	**9,536,163**	**8,942,999**	**8,035,248**	**6,584,219**	**3,305,693**	**85,606,602**	**80,399,019**	**(5,207,583)**
Monthly Surplus (Deficit)	**(3,438,871)**	**(3,363,797)**	**(2,521,064)**	**1,331,756**	**4,754,566**	**1,329,050**	**1,407,041**	**341,018**	**(1,358,755)**	**1,037,135**	**(171,705)**	**1,293,137**	**6,399,804**	**7,039,315**	**6,392,684**	**646,631**

FY24-25 Pacific Coast Academy - Charter Petition Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY25-26

Revised 6/12/24

ADA = 6385.71

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(3,438,871)	(3,363,797)	(2,521,064)	1,331,756	4,754,566	1,329,050	1,407,041	341,018	(1,358,755)	1,037,135	(171,705)	1,293,137	6,399,804	**7,039,315**		
Cash flows from operating activities																
Depreciation/Amortization	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	-	**30,362**		
Public Funding Receivables	12,648,111	-	3,781,606	-	-	825,995	1,055,830	-	-	-	-	-	(9,705,497)	**8,606,044**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(3,191,358)	-	-	-	-	-	-	-	-	-	-	-	3,305,693	**114,335**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(464,855)	-	-	(464,855)	-	-	(464,855)	-	(464,855)	-	**(1,859,419)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	6,020,413	(3,361,266)	1,263,072	869,431	4,757,096	2,157,575	2,000,547	343,548	(1,356,225)	574,810	(169,175)	830,812				
Cash, Beginning of Month	13,619,594	19,640,007	16,278,740	17,541,812	18,411,243	23,168,339	25,325,915	27,326,462	27,670,010	26,313,784	26,888,595	26,719,420				
Cash, End of Month	**19,640,007**	**16,278,740**	**17,541,812**	**18,411,243**	**23,168,339**	**25,325,915**	**27,326,462**	**27,670,010**	**26,313,784**	**26,888,595**	**26,719,420**	**27,550,233**				

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/12/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 6385.71	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	3,875,375	3,875,375	6,975,674	6,975,674	6,975,674	6,975,674	6,975,674	7,363,212	7,363,212	7,363,212	7,363,212	7,363,212	**79,445,181**	75,095,183	4,349,998
8012 Education Protection Account	-	-	-	304,081	-	-	304,081	-	-	349,693	-	-	351,214	**1,309,070**	1,277,141	31,929
8096 In Lieu of Property Taxes	-	117,702	235,405	156,937	156,937	156,937	156,937	156,937	274,639	137,319	137,319	137,319	137,319	**1,961,707**	1,913,860	47,847
	-	3,993,077	4,110,779	7,436,692	7,132,611	7,132,611	7,436,692	7,132,611	7,637,851	7,850,225	7,500,531	7,500,531	7,851,745	**82,715,957**	**78,286,185**	**4,429,773**
Federal Revenue																
8181 Special Education - Entitlement	-	45,817	45,817	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	**916,349**	893,999	22,350
8290 Title I, Part A - Basic Low Income	-	-	155,913	-	-	155,913	-	-	155,913	-	-	-	155,913	**623,654**	608,442	15,211
8291 Title II, Part A - Teacher Quality	-	-	28,478	-	-	28,478	-	-	28,478	-	-	-	28,478	**113,912**	111,134	2,778
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,813	345	**14,158**	13,813	345
	-	45,817	230,209	82,471	82,471	266,863	82,471	82,471	266,863	82,471	82,471	96,284	267,208	**1,668,073**	**1,627,388**	**40,685**
Other State Revenue																
8311 State Special Education	-	283,122	283,122	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	509,620	**5,662,447**	5,524,338	138,108
8550 Mandated Cost	-	-	-	-	-	140,417	-	-	-	-	-	-	13,748	**154,165**	140,417	13,748
8560 State Lottery	-	-	-	-	-	-	407,448	-	-	407,448	-	-	814,896	**1,629,792**	1,590,041	39,751
8599 Other State Revenue	-	-	-	-	3,595,101	-	-	-	-	1,382,731	-	-	553,092	**5,530,924**	5,477,548	53,376
	-	283,122	283,122	509,620	4,104,721	650,037	917,068	509,620	509,620	2,299,799	509,620	509,620	1,891,356	**12,977,327**	12,732,344	244,983
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	**-**	**4,322,017**	**4,624,111**	**8,028,784**	**11,319,803**	**8,049,511**	**8,436,232**	**7,724,703**	**8,414,334**	**10,232,495**	**8,092,623**	**8,106,436**	**10,010,310**	**97,361,357**	**92,645,917**	**4,715,440**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	872,032	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	2,288,860	1,149,697	-	**24,910,329**	23,746,500	(1,163,829)
1175 Teachers' Extra Duty/Stipends	4,429	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	270,779	137,604	-	**2,849,822**	2,761,667	(88,155)
1200 Pupil Support Salaries	138,277	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	292,653	153,845	-	**3,218,647**	3,124,900	(93,747)
1300 Administrators' Salaries	237,587	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	243,635	237,587	-	**2,911,520**	2,665,038	(246,481)
1900 Other Certificated Salaries	40,986	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	86,717	43,359	-	**951,519**	923,804	(27,714)
	1,293,310	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	3,182,644	1,722,091	-	**34,841,836**	**33,221,911**	**(1,619,926)**
Classified Salaries																
2100 Instructional Salaries	-	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	33,544	16,772	-	**352,211**	341,953	(10,259)
2200 Support Salaries	103,965	114,437	114,437	114,437	114,437	114,437	114,437	114,437	114,437	114,437	114,437	109,201	(71,563)	**1,285,971**	1,248,516	(37,455)
2300 Classified Administrators' Salaries	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	-	**599,994**	582,519	(17,476)
2400 Clerical and Office Staff Salaries	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	165,384	-	**1,984,609**	1,926,805	(57,804)
2900 Other Classified Salaries	61,141	70,183	70,183	70,183	70,183	70,183	70,183	70,183	70,183	70,183	70,183	65,662	-	**828,628**	804,493	(24,135)
	380,490	433,547	433,547	433,547	433,547	433,547	433,547	433,547	433,547	433,547	433,547	407,018	(71,563)	**5,051,414**	**4,904,285**	**(147,129)**
Benefits																
3101 STRS	247,022	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	607,885	328,919	3,464,735	**10,119,526**	9,644,229	(475,297)
3301 OASDI	23,944	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	26,407	25,175	-	**313,188**	304,066	(9,122)
3311 Medicare	24,277	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	52,334	30,833	-	**578,452**	552,830	(25,622)
3401 Health and Welfare	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	402,628	-	**4,831,530**	4,319,700	(511,830)
3501 State Unemployment	10,094	10,094	10,094	10,094	10,094	10,094	50,470	40,376	20,188	10,094	10,094	10,094	-	**201,880**	198,940	(2,940)
3601 Workers' Compensation	25,114	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	54,139	31,896	-	**598,399**	571,893	(26,506)
	733,079	1,153,486	1,153,486	1,153,486	1,153,486	1,153,486	1,193,862	1,183,768	1,163,580	1,153,486	1,153,486	829,545	3,464,735	**16,642,974**	**15,591,658**	**(1,051,317)**
Books and Supplies																
4100 Textbooks and Core Curricula Mate	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	14,034	-	**168,405**	159,513	(8,893)
4302 School Supplies	180,777	1,024,064	741,220	368,559	284,518	380,020	516,446	413,162	1,814,772	1,513,130	1,345,350	1,490,608	-	**10,072,629**	9,540,733	(531,896)
4305 Software	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	252,272	-	**3,027,267**	2,867,409	(159,858)
4310 Office Expense	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	13,743	-	**164,912**	156,203	(8,708)
4311 Business Meals	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	-	**14,674**	13,899	(775)
4400 Noncapitalized Equipment	41,086	232,742	168,459	83,763	64,663	86,368	117,374	93,900	412,448	343,893	305,761	338,775	-	**2,289,234**	2,168,348	(120,885)
	503,135	1,538,078	1,190,950	733,594	630,453	747,660	915,092	788,334	2,508,492	2,138,295	1,932,383	2,110,654	-	**15,737,121**	**14,906,106**	**(831,015)**

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/12/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	243,311	-	**2,919,726**	2,765,547	(154,179)
5105 Security	349	349	349	349	349	349	349	349	349	349	349	349	-	**4,193**	3,971	(221)
5106 Other Educational Consultants	145,065	821,760	594,791	295,750	228,312	304,947	414,422	331,542	1,456,263	1,214,211	1,079,576	1,196,138	-	**8,082,777**	7,847,356	(235,421)
	388,725	1,065,420	838,451	539,410	471,972	548,607	658,082	575,202	1,699,923	1,457,871	1,323,236	1,439,798	-	**11,006,696**	**10,616,874**	**(389,821)**
Operations and Housekeeping																
5201 Auto and Travel	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	-	**120,306**	113,953	(6,353)
5300 Dues & Memberships	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	-	**44,955**	42,581	(2,374)
5400 Insurance	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	70,327	-	**843,924**	799,360	(44,564)
5501 Utilities	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	3,135	-	**37,618**	35,631	(1,986)
5900 Communications	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	11,404	-	**136,844**	129,618	(7,226)
5901 Postage and Shipping	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	-	**22,943**	21,732	(1,212)
	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	100,549	-	**1,206,590**	**1,142,875**	**(63,715)**
Facilities, Repairs and Other Leases																
5601 Rent	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	49,021	-	**588,254**	557,191	(31,063)
5604 Other Leases	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	-	**23,875**	22,614	(1,261)
5610 Repairs and Maintenance	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,775**	4,523	(252)
	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	-	**616,904**	**584,328**	**(32,576)**
Professional/Consulting Services																
5801 IT	951	951	951	951	951	951	951	951	951	951	951	951	-	**11,413**	10,811	(603)
5802 Audit & Taxes	-	-	-	4,833	4,833	4,833	-	-	-	-	-	-	-	**14,500**	14,078	(422)
5803 Legal	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	13,391	-	**160,695**	156,014	(4,680)
5804 Professional Development	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	12,840	-	**154,080**	145,944	(8,136)
5805 General Consulting	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	-	**28,883**	27,358	(1,525)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	610,462	610,462	610,462	-	-	-	**1,831,387**	1,734,679	(96,708)
5807 Bank Charges	466	466	466	466	466	466	466	466	466	466	466	466	-	**5,590**	5,295	(295)
5808 Printing	359	359	359	359	359	359	359	359	359	359	359	359	-	**4,309**	4,082	(228)
5809 Other taxes and fees	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	-	**28,533**	27,027	(1,507)
5810 Payroll Service Fee	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	9,705	-	**116,463**	110,313	(6,150)
5811 Management Fee	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	139,314	-	**1,671,770**	1,583,491	(88,280)
5812 District Oversight Fee	-	39,931	41,108	74,367	71,326	71,326	74,367	71,326	76,379	78,502	75,005	75,005	78,517	**827,160**	782,862	(44,298)
5813 County Fees	-	-	-	291	-	-	291	-	-	291	-	-	291	**1,165**	1,103	(61)
5815 Public Relations/Recruitment	442	442	442	442	442	442	442	442	442	442	442	442	-	**5,302**	5,148	(154)
	182,253	222,184	223,361	261,745	258,413	258,413	256,911	864,042	869,094	871,509	257,259	257,259	78,809	**4,861,251**	**4,608,203**	**(253,048)**
Depreciation																
6900 Depreciation Expense	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**	30,362	(911)
	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**	**30,362**	**(911)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**3,635,555**	**7,749,923**	**7,177,004**	**6,458,990**	**6,285,079**	**6,478,921**	**6,794,702**	**7,182,101**	**10,011,844**	**9,391,916**	**8,437,118**	**6,920,929**	**3,471,981**	**89,996,061**	**85,606,602**	**(4,389,458)**
Monthly Surplus (Deficit)	**(3,635,555)**	**(3,427,906)**	**(2,552,893)**	**1,569,794**	**5,034,725**	**1,570,590**	**1,641,529**	**542,602**	**(1,597,510)**	**840,580**	**(344,495)**	**1,185,507**	**6,538,329**	**7,365,297**	**7,039,315**	**325,982**

FY24-25 Pacific Coast Academy - Charter Petition Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/12/24

ADA = 6545.35

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(3,635,555)	(3,427,906)	(2,552,893)	1,569,794	5,034,725	1,570,590	1,641,529	542,602	(1,597,510)	840,580	(344,495)	1,185,507	6,538,329	**7,365,297**		
Cash flows from operating activities																
Depreciation/Amortization	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	**31,273**		
Public Funding Receivables	7,605,178	-	795,020	-	-	-	1,305,299	-	-	-	-	-	(10,010,310)	**(304,812)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(3,305,693)	-	-	-	-	-	-	-	-	-	-	-	3,471,981	**166,288**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(438,626)	-	-	(438,626)	-	-	(438,626)	-	(438,626)	-	**(1,754,506)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	666,536	(3,425,300)	(1,755,266)	1,133,774	5,037,331	1,573,196	2,510,808	545,208	(1,594,904)	404,559	(341,889)	749,487				
Cash, Beginning of Month	27,550,233	28,216,768	24,791,469	23,036,203	24,169,976	29,207,307	30,780,503	33,291,311	33,836,519	32,241,616	32,646,175	32,304,286				
Cash, End of Month	**28,216,768**	**24,791,469**	**23,036,203**	**24,169,976**	**29,207,307**	**30,780,503**	**33,291,311**	**33,836,519**	**32,241,616**	**32,646,175**	**32,304,286**	**33,053,772**				

APPENDIX F - WASC REPORT

Pacific Coast Academy
SELF-STUDY REPORT

4612 Dehesa Road

San Diego, CA 92019

Dehesa School District

March 8th-10th, 2021

ACS WASC/CDE Focus on Learning Accreditation Manual, 2019 Edition (2020-2021 SY Visits)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Pacific Coast Academy staff members began writing the self-study report during the spring 2020 semester. Teachers were organized into WASC category focus groups based on their regional teams to allow for collaboration during monthly regional meetings. Each Senior Director contributed to one of the focus group categories. Additional work was completed in Google Drive and through regularly-scheduled Zoom meetings with the staff members from each focus group.

The staff teams worked with the Director of Accreditation and Achievement to review schoolwide data including student demographics, achievement data, and perception data to understand the student population. Staff members reviewed the school's policies, processes, and procedures to ensure resources and strategies are in place to meet the needs of all students enrolled at Pacific Coast Academy.

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

Significant Developments

Pacific Coast Academy is an independent study charter school operating as its own LEA. Since the initial WASC visit in January 2018,

- Pacific Coast Academy increased enrollment from 686 to 4,294.
- The school changed its name from Learning Latitudes Charter School to Pacific Coast Academy in Spring 2018. The school changed its name to reflect the area served. Having community buy-in is important to PCA staff members, who wanted a name that portrayed the community.
- The school switched from three calendar tracks with staggered start dates to one universal calendar beginning with the 2019-2020 school year. The updated calendar has streamlined student enrollment, enrichment ordering, and reporting.
- All core subject high school courses are A-G-approved by UCOP. A variety of A-G electives are available to ensure all students can graduate with the classes required for first-year entry into UC and CSU universities.
- NCAA-approved classes are available through Edgenuity and the Choice Plus Academy (CPA) program (refer to the Online Instruction section in Chapter II for more information on CPA classes).
- Career and Technical Education classes are available through various vendors and community colleges.
- The school implemented the Choice Plus Bridge program in Fall 2019. This program provides synchronous online courses for students in grades 6-8.
- The school is compliant with the California Healthy Youth Act, and students in grades 8 and 9 complete the program using the Rights, Respect, and Responsibility curriculum. As an independent study school, students complete the lessons at home with their parents/Learning Coaches with oversight and support from CHYA-trained PCA teachers who provide office hours to discuss the course content.
- PCA's STAR 360 assessment participation rates have increased gradually over time, except for the Spring 2020 assessment window, which was impacted by COVID-19 school closures. The CAASPP participation rate increased one percent in ELA and Math from the 2017-2018 school year to the 2018-2019 school year.
- PCA utilizes a multi-tiered approach to student support. Parents and students have access to an intervention website, and Outstanding Direct Instruction classes are in place for students who need additional academic support. Please refer to Chapter II and Section E3 for more information about student support resources.
- The school implemented the Community Connections program for the 2019-2020 school

year. Community Connections provided teacher-led field trips, park days, and other educational and collaborative student events throughout the regions served by the school.
- Due to the COVID-19 pandemic, PCA switched to virtual TK-8 Discovery Day events for the 2020-2021 school year. These events feature virtual workshops led by PCA HSTs. Each month includes a different theme, and HSTs tie activities to content standards.

Process for Implementing and Monitoring the Schoolwide Action Plan

PCA did not create a Schoolwide Action Plan following the initial accreditation visit in January 2018; however, staff members met in April and May 2020 to review the critical areas for follow-up and discuss progress made in each area and methods of monitoring that progress. In the future, staff members will review the revised action plan and document progress towards the schoolwide goals each spring.

Progress on the Schoolwide Action Plan

The following chart outlines the school's goals and accomplishments related to the Critical Areas for Follow-Up from the initial WASC accreditation visit.

Action Plan Goals (Growth Area)	**Accomplishments**	**Evidence**
Growth Area #1		
PCA will provide training documents to assist HSTs in sharing STAR 360 data with students and their parents.	• HSTs access the internal Homeschool Teacher Handbook website, which includes links to training videos, step-by-step PDFs, and slide decks related to the STAR 360 assessments and other tests. • HSTs attend assessment-related professional development sessions and conferences. • Weekly office hours are available to extend teacher knowledge of various assessment tools and provide follow-up information	• Training videos and documents on the Homeschool Teacher Handbook • Roster Checklists • Training Tracker documents • Google surveys/training exit ticket responses • Meeting agendas, notes, handouts • Master calendar

	about training sessions.	
A testing team, including regional testing coordinators, will support all HSTs with the assessment process.	• HSTs use a testing-specific email address to reach support staff members with any questions. • Spirit Coordinators are present during all PFT, SBAC, and group ELPAC test sessions to boost student morale. Tech Coordinators are also available during SBAC tests to provide support with logins, and student accommodations during computer-based test sessions. • The Testing Team meets weekly to learn about updates and share best practices, tips, and ideas. • The Director of Testing presents at PCA staff meetings to share testing-related updates and tips with HSTs.	• Email communication • Weekly Updates staff newsletters • ELPAC training registration documents • Moodle training sessions for ELPAC and Moodle exit tickets • Staff meeting agendas, presentation slides, handouts, and exit ticket surveys • Staff sign-in sheets for in-person PD • Recordings of Testing Team meetings • Documents related to testing site management (student lists, safety documents) • Post-test surveys for HSTs regarding the testing sessions and test environment • Adjunct Duties list
PCA will offer a variety of parent-friendly communication tools and student-friendly encouragement and test preparation opportunities to increase test participation and success.	• PCA shares a weekly newsletter with families, which includes updates and reminders about the various tests administered throughout the school year. • HSTs share a Weekly Testing Tips email with families. • The Testing Team	• PCA Scoop (weekly parent newsletters) • Testing Resources website • Weekly Testing Tips • Community Connections Test Prep Parties - event flyers, sign-in sheets • Test participation rates • LP meeting notes and teacher documentation • Test attendance logs

	developed a parent-friendly website with a wealth of testing-related resources. ● The Community Connections team planned a series of test prep parties to help students prepare for the Spring 2020 CAASPP assessments. ● Teachers demonstrate the use of the CAASPP practice tests during Learning Period meetings. ● HSTs provide encouragement related to testing during Learning Period meetings. ● HSTs are responsive to student needs by offering one-on-one and small-group testing sessions in public places using school-owned computers.	● Proctor assignment logs ● Testing technology sign-out documents
Staff members will develop effective and consistent procedures for sharing student score reports.	● PCA shares Student Score Reports for the SBAC and STAR 360 tests through the School Pathways Parent Portal. ● HSTs share and discuss STAR 360 reports during in-person Learning Period meetings following the test administration. ● HSTs tailor STAR 360 reports to show the state standards on which students need to	● School Pathways Parent Portal ● STAR 360 reports ● Learning Period meeting notes ● Assignment and Work Record reports

	focus. HSTs can also add goals to Assignment and Work Record reports to drive future instruction, including using the AR Book Finder tool to suggest reading material.	
The school will develop a data-driven targeted RTI program to support individual student needs and increase student achievement.	• PCA utilizes a three-tiered approach to intervention based on student needs as identified by a variety of assessments. • HSTs offer personalized support based on observation and assessment results. • PCA offers Outstanding Direct Instruction classes in ELA and math. • The parent-friendly intervention website explains support programs and provides resources to families. • HSTs have access to a teacher-specific support website with information about interventions and links to support tools. • PCA's EL Master Plan outlines support for multilingual students. Please refer to Chapter II for details on support programs for multilingual learners. • HSTs use assessment results as part of the SST and IEP process.	• Student use logs for various intervention programs • Discussions and communication during LP meetings • Work samples • Additional STAR 360 tests and score reports • Outstanding Direct Instruction (ODI) calendars • ODI sign-up sheets • ODI teacher reports and class notes • Ongoing progress monitoring during LP meetings • STAR 360 scores • Parent feedback • Intervention website • Weekly parent newsletters • SST and IEP meeting notes • HTH Support Site (internal website for HSTs) • PD agendas, handouts and notes, staff sign-in sheets • ELD class sign-up forms and class attendance logs • EL Master Plan • Email communication between HSTs and

	• HSTs continually monitor student progress and growth. They use these observations to participate in goal-setting with students and their parents. • The school offers Spanish 1 and algebra readiness tests to ensure appropriate high school course placement.	ELD teachers • Administration of the ELPAC and monitoring of students who have been reclassified • ELD resources • High School Success Coordinator • Individualized Graduation Plans and student transcripts
Growth Area #2		
PCA will provide schoolwide professional development activities related to interventions.	• Student Support staff members present during PD meetings, regional group meetings, and New Teacher Training sessions. The Student Support Team provides office hours for HSTs. • The school added a stipend-based Professional Development Coordinator position for the 2020-2021 school year. This teacher will present on a variety of topics throughout the school year. • The intervention website includes access to video libraries on math and writing instruction for HSTs and parents. Families and HSTs can also access	• Meeting agendas, teacher sign-in sheets, meeting notes, and presentation slides • Staff assignments lists/organization chart • Professional Development Coordinator job description • Intervention website

	writing prompts, rubrics, and sample papers through this site.	
HSTs will participate in discussions during staff meetings about analyzing data and the use of data to help students grow.	• Leadership team members share overall CAASPP data during all-staff meetings, and HSTs spend time discussing the meaning of the results and ways the school can grow. • HSTs discuss the STAR 360 score ranges and suggestions for intervention steps based on a student's STAR 360 scores. HSTs share tips and best practices for discussing STAR 360 scores and score reports with parents. • Each HST maintains a Roster Checklist, on which they mark test participation and document when they have shared test results with each student's family. There is an "Intervention Monitoring" column on the checklist, in which HSTs can add notes about the support resources they are offering for specific students. • HSTs use the Contact Manager in School Pathways to document communication with	• Meeting agendas, presentation slides, handouts, teacher sign-in sheets • STAR 360 reports • Learning Period meeting notes • Roster Checklist documents • Individualized Graduation Plans • Pacing guides • Contact logs • Student work samples • Teacher collaboration notes • Assignment and Work Record reports

	families regarding test scores and intervention. ● The High School Success Coordinator and Guidance Counselors provide a high degree of support in monitoring student progress and creating academic success plans to get struggling students back on track to finish their coursework. ● HSTs collaborate with their partner teacher to review student work samples. The work samples serve as an informal assessment, and HSTs can use them to discuss student progress and necessary support programs. ● HSTs spend time in small regional groups discussing the use of the Assignment and Work Record reports, including best practices for using these reports to drive instruction and student support. ● Teachers use Gmail and SLACK chat features to discuss curriculum, instruction, and intervention support between staff meetings. ● HSTs participated in PD about the purpose of assessments. This	

	session included tips for sharing that purpose with families to increase parent and student buy-in by sharing the "why."	
PCA will offer additional PD related to high school, including support from the High School Liaison and High School Success Coordinator.	• The high school team presents information sessions to support HSTs, students, and families in the high school options. • The high school team provides high school-focused curriculum sessions. • HSTs participate in breakout sessions that focus specifically on high school during all-region staff meetings. • The school's High School Success Coordinator (HSSC) shares information about the high school program during regional team meetings. • Teachers receive timely training updates related to high school throughout the school year. These sessions cover Individualized Graduation Plans (IGPs), curriculum options, report cards, and concurrent enrollment. • The high school team provided training on different high school graduation trajectories, including	• Event flyers • Parent and staff newsletters • Email communication about events • Staff meeting agendas, notes, and staff sign-in sheets • Homeschool Teacher Handbook • Training documents and videos • Individualized Graduation Plan documents • Master calendar

	the Certificate of Completion option for qualifying students. ● High school-related training documents are available through the Homeschool Teacher Handbook. ● HSTs collaborate with students and their parents to create and update IGP documents. ● Guidance Counselors, the HSSC, and the High School Liaison provide office hours to support HSTs in their work with high school students. ● The weekly staff newsletter includes a "High School Corner."	
HSTs will receive ongoing general training on various topics, including curriculum, IGPs, assessments, and report cards.	● New Teacher Training sessions include a full day of onboarding training covering the basics of the HST role. New-to-the-school teachers receive weekly training and support sessions throughout the school year. ● Timely training sessions provide information about upcoming topics or tasks. ● Various departments offer weekly office hours. ● As of the 2019-2020 school year, each HST has a Partner Teacher	● New Teacher Training slides, agenda, and sign-in sheets ● Master calendar ● Meeting agendas and handouts ● Training Tracker ● Teacher surveys related to professional learning activities ● Training handouts and videos ● Professional Development Plan

	for day-to-day support. • The Homeschool Teacher Handbook provides on-demand support and training through videos, PDFs, and presentation slides. • PCA provides professional development and training throughout the school year. Please refer to Chapter II and the Professional Development Plan for details on professional development.	
Growth Area #3		
The school will develop tools to help students and HSTs monitor student progress toward graduation and post-secondary goals.	• All core subject high school courses are A-G-approved, along with various A-G electives and AP courses to prepare students for the rigor of college-level coursework. Non-A-G, vocational, and life skills options are available. • PCA supports students' transition from 8th-grade to high school. HSTs discuss post-high school goals and progress with students. • PCA offers transition support for students with special learning needs, including an Adult Transition	• A-G course list • AP Course Audit • Electives list • Individualized Graduation Plans • High school course outlines • Progress reports

	Program. ● HSTs review course outlines each Learning Period to ensure students are making adequate progress towards the A-G requirements. ● The High School Success Coordinator and Guidance Counselors support students and HSTs through graduation checks and additional monitoring for students who received an “F” grade on semester progress reports.	
Students will have options to complete Career and Technical Education (CTE) coursework and/or certificate pathways.	● CTE courses are available in various industry strands. ● The Homeschool Teacher Handbook clearly outlines curriculum options for high school students, including career preparation and vocational electives. ● Students can concurrently enroll in community colleges for CTE. Guidance Counselors support students in the enrollment process.	● Vendor lists ● CTE information document ● Homeschool Teacher Handbook ● Concurrent enrollment information
Various college and career planning resources will be available to students.	● Students can access the Naviance online program to explore careers related to their strengths and interests. ● The Community Connections team	● Naviance information and student usage data ● Concurrent enrollment information and student participation data ● Event and field trip

	organized visits to San Diego State University and Palomar College • High school staff members hold various information sessions, including curriculum training and High School Expo events, to share resources and requirements with HSTs and families. • Students completed college gallery activities where they researched a college or university, wrote a paper to discuss their findings, and presented information to other students. • PCA exposes students to career options during field trips and events. • High school students can take elective courses in work experience, career exploration, and various vocational fields to explore future careers and gain job experience. • PCA offers an internship elective to promote college and career preparation.	flyers • Community Connections events • Electives list
Students will have opportunities to engage with the community for service-learning projects.	• Students participate in various community service events through Community Connections. These include visiting senior living facilities and collections for food	• Community Connections event flyers • Field Trips and events • Electives list

	pantries. ● The Community Connections team organized an “Impact Day” beach clean-up event in November 2019. ● High school students can take a Community Service elective course to build connections to their local area.	

Schoolwide Critical Areas for Follow-Up

Pacific Coast Academy has made significant changes to areas that have impacted the school's instructional and learning culture since the initial WASC visit in 2018. Below are PCA's goals, critical areas for follow-up, and the resolution attempts.

Critical Area for Follow-Up 1

Streamline schoolwide processes of collecting, analyzing, sharing, and responding to assessment data. In doing so, the school will be better situated to inform schoolwide decision making and resource allocation that will address identified student achievement needs including enhancing programs for at-risk students to increase their academic success.

Since the initial visit, the PCA Testing Team adequately supports instructional staff members through training, office hours, and a dedicated testing email address to help HSTs administer assessments. In-person test sessions, such as the PFT and CAASPP, are staffed by teams of HSTs who ensure testing sessions run smoothly and that the testing environment is a positive and welcoming place for students. PCA provides students and families with test information and test preparation activities. HSTs support each other in interpreting assessment results and data-driven approaches to curriculum, instruction, and intervention to support each student's needs. Please refer to the intervention website and Chapter II for details and program specifics.

Critical Area for Follow-Up 2

Administration will continue to expand and implement comprehensive professional development plan and strategies that are driven by review of assessment data, discussion of student work and to target strategies for improving instruction, and methods for promoting critical thinking and effective communication.

PCA tailors professional learning activities to the needs of HSTs and their students. The school

ensures that all training sessions and professional development meetings are relevant to the independent study student population. Teachers receive a high degree of training throughout the school year, as detailed in Chapter II. Each HST collaborates with a partner teacher, and small groups of HSTs meet monthly with a Regional Coordinator for additional support and training. The High School Success Coordinator and Guidance Counselors provide training sessions on high school specifics and support to ensure that curricular materials and instructional methods are suitable for each student's goals.

Critical Area for Follow-Up 3

Administration should continue to build and augment a college and career planning program to increase meeting "a-g" requirements, and provide options and pathways that could include community service, internships, CTE, college resources, and military opportunities for students.

Since the initial visit, PCA has implemented various changes to ensure students graduate prepared for college or career. As of the Fall 2019 semester, all core subject high school courses are A-G-approved, as are various elective courses. Students have access to non-A-G electives and vocational electives, and vendors, community colleges, and local occupational centers offer CTE courses. The school supports students' transitions from middle school to high school through informational events and collaborative goal-planning with the HST. The Special Education Department offers a Certificate of Completion option and an Adult Transition Program for qualifying students. The Community Connections and Discovery Days programs allow students to work with peers on enriching activities, including service-learning and other connections to the local community.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- ***California School Dashboard Performance Overview* and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
    - **Implications of the data**
    - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
    - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

General Background and History

Pacific Coast Academy (PCA) is a tuition-free public charter school that opened on July 1st, 2017. PCA serves independent study and homeschooled students in Transitional Kindergarten through grade 12. PCA connects each student and their family with a credentialed Homeschool Teacher (HST) who supports the family with curriculum choice, instructional strategies and interventions, and administering assessments. HSTs closely monitor student progress throughout the year and ensure all students work towards mastery of the grade-level content standards and the Schoolwide Learner Outcomes.

The non-profit entity, Inspire Charter Schools, managed Pacific Coast Academy from 2017-2019. As of the 2019-2020 school year, PCA switched to the local control model, and the school now operates as its own LEA.

School Purpose and ACS WASC Accreditation History

School Purpose

Pacific Coast Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school strives to provide standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child.

Mission, Vision, Schoolwide Learner Outcomes

The school's Mission and Vision statements reflect the individualized education model provided by the school. These statements are embedded in all aspects of the curricular and co-curricular programs at PCA, enabling staff members to support rigorous and relevant education for all students.

Pacific Coast Academy Vision Statement
Pacific Coast Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

Pacific Coast Academy Mission Statement
Pacific Coast Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

The following Schoolwide Learner Outcomes are a part of PCA's school culture: they reflect the school vision, the College and Career Readiness Standards, and the education of the whole child. The overarching goal of the SLOs is to prepare students for 21st-century careers and life. The administration team developed the SLOs, in conjunction with parents and staff members. The Governing Board reviewed the SLOs during the spring of 2017, and staff members share them with stakeholders at regional meetings, monthly parent meetings, and governing board meetings.

Pacific Coast Academy Schoolwide Learner Outcomes
Pacific Coast Academy students are: ● ***Navigators of the digital world*** who are proficient in the use of technology, media, and online resources. ● ***Self-directed*** and motivated students who can set attainable goals to achieve academic success. ● ***Personalized learners*** who can thrive in the style of education that best fits their individual needs. ● ***Independent critical thinkers*** who can problem solve, take ownership, and apply their knowledge to a variety of problems. ● ***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.

ACS WASC Accreditation History

Pacific Coast Academy received an initial three-year WASC accreditation term in the Spring of 2018. The initial accreditation term ends on June 30th, 2021. The Visiting Committee identified the following school strengths during the initial visit:

- Leadership and staff are dedicated to the school's mission and vision and supporting students and their academic and personal success.
- Teachers and staff provide various course offerings and instructional opportunities to all students that strengthen student access to a personalized and impactful learning experience.
- PCA's leadership team and HSTs are committed to developing the whole child by providing rigorous content standards-based coursework, developing study skills to succeed in college or career, and extending the learning experience beyond the classroom through enrichment activities.
- Leadership and staff provide comprehensive resources to help instructional staff personalize instruction for each student.
- Teachers use instructional strategies that vary the ways students engage with the content and demonstrate mastery.
- Staff members engage in collaborative decision-making that focuses on academic excellence, student achievement, and social-emotional well-being.
- A highly engaged and dedicated governing board supports staff members and student academic and personal success.

PCA will share the self-study report with all stakeholder groups, including staff members, the school board, and parents.

Please refer to Chapter I for details of the school's progress on the identified critical areas for follow-up.

Community

Description of the Community Served by the School

PCA serves students in San Diego, Riverside, Orange, and Imperial Counties, and Dehesa Elementary School District in San Diego County authorizes PCA's charter. San Diego County is the fifth-largest county in the United States, and according to 2018 US Census data, the population of San Diego County was 3,343,364. The school serves students living in urban, suburban, and rural areas across the four counties within its charter boundaries.

According to data from the US Bureau of Labor Statistics, major industries within San Diego County include government, professional and business services, education and health services, leisure and hospitality, and manufacturing. Data from the City of San Diego show that the following four base sectors make up the majority of the San Diego economy: International trade, military, manufacturing, and tourism. According to US Census data, the median household income in the County of San Diego was $74,855 (2014-2018, in 2018 dollars). According to the 2018 Small Area Income and Poverty Estimates (SAIPE), 11.5% of the County of San Diego's population is living in poverty. The median home value in San Diego County is $526,300, and the

homeownership rate is 53.1%.

Demographic information from the US Census Bureau shows that approximately 21% of the county's population is under 18. San Diego County is composed of 45.2% white, 34.0% Hispanic, 12.6% Asian, 5.5% Black or African American, and 1.3% American Indian or Native Alaskan residents. Approximately 23% of residents are foreign-born people, and 37.7% of residents (at least five years old) speak a language other than English at home.

Family and Community Trends

Reasons for Enrollment

Students enroll in Pacific Coast Academy for a variety of reasons. Students include those who homeschooled through a Private School Affidavit but now desire support from a public charter school; students for whom traditional brick-and-mortar settings are no longer working; students concerned about bullying, school safety, and social or academic stressors; those looking for support with distance learning during the pandemic; and those with health concerns. PCA does not ask families for their specific reason for enrolling, so the school does not have any data to report in this area.

Students by County

The Inspire Family of Schools opened several new schools in July 2019, including Mission Vista Academy, which serves students in Riverside County. The opening of these new schools led to student transfers between Inspire charters during the 2019-2020 and 2020-2021 school years, including transfers to Mission Vista Academy for Riverside County residents and transfers to Cabrillo Point Academy (formerly known as Inspire Charter School - South) for those students residing in Orange County. This movement explains the increase in San Diego County students and the decrease in Riverside and Orange County students, as shown in the following table.

	San Diego County	Imperial County	Orange County	Riverside County
2018-2019	57%	0.1%	21%	21%
2019-2020	80%	1%	11%	8%
2020-2021	89%	2%	5%	4%

Student Retention

One thousand two hundred thirty-five students (29% of the 2020-2021 student population) have attended PCA since the 2018-2019 school year, and 48 students (1% of the 2020-2021 student population) have been PCA students since the 2017-2018 school year.

Reasons for student mobility include students who graduate, those who leave PCA to attend a brick-and-mortar middle or high school program, military family transfers, families who choose to homeschool privately, and students who transferred to one of PCA's sister schools (Mission Vista Academy or Cabrillo Point Academy), as explained in the "Students by County" section above.

Parent and Community Organizations

As an independent study and homeschool program, parents or guardians (hereafter, "parents") often serve as their child's primary educator. There are various ways parents connect to the school and have a voice in school decision-making, including monthly Governing Board meetings, the option to serve as a member of the school's Governing Board, and parent participation in events and school-sponsored field trips. Parents are invited and encouraged to provide feedback and input on schoolwide operations through the annual LCAP survey process and the Virtual Comment Box on the school's main website. The school has various websites to support parents, including the Pacific Coast Academy school website, the password-protected PCA Family Resource Site, the Intervention website, and the Parent Testing Resources website.

School-Business Relationships

PCA partners with various local businesses and community organizations to provide enriching opportunities for students. The school has an extensive collection of service vendors who offer tutoring and classes in all subject areas and electives. HSTs organize educational field trips, park days, and student events several times per month, and teen-specific events support the social-emotional well-being of middle and high school students. Virtual Discovery Days held during the 2020-2021 school year featured guest speakers from the community, including community college counselors and a celebrity chef. High school students can partner with a local business to complete an internship course and learn career skills. Students can obtain a work permit and take a work experience class to develop career readiness skills.

Staff Description

Certificated Staff

Krystin Demofonte is the Executive Director of Pacific Coast Academy. Shari Erlendson is the school's Deputy Executive Director.

Administrators include the Executive Director, Deputy Executive Director, five Senior Directors, and six certificated Directors (Director of Testing, Director of Choice Plus Academy, Director of High School - Edgenuity, Director of Special Education, Director of School Support, and Director

of School Accountability). Several members of the school leadership team maintain student rosters.

Pupil services staff members include two SPED nurses, four SPED school psychologists, a 504 Coordinator, the Student Support Coordinator, one Lending Library Specialist, one Intervention Coordinator for writing, one Intervention Coordinator for math, two Intervention Coordinators for EL, and one Guidance Counselor.

	Number of Staff	Percent of Certificated Staff
Teacher	181	70.4%
Administrator	15 (including two SPED administrators)	5.8%
Pupil Services	14	5.4%
SPED Program Specialists	6	2.3%
SPED Teachers	41	15.9%
Total	**257**	

Staff Retention Trends

PCA's staff retention rates are high. Of the 181 staff survey participants, 84 teachers (46%) have worked at PCA for at least three years, and 27 of those teachers have been with the school for five years. Fifty-five teachers (30%) have worked with PCA for two years, and 43 staff members (24%) have been with the school for one year or less.

Classified Staff

According to the October 2020 CBEDS School Information Form, 49.85 FTE classified staff members support Pacific Coast Academy. Classified staff members include a Records Coordinator, an Occupational Therapist, a SPED Job Coach, two SPED Paraeducators, an accounting administrator, enrichment ordering staff members, two vendor services staff members, and a Reporting and Database Administrator.

Counseling and Pupil Support Staff

Two Guidance Counselors support PCA (one counselor is an employee of Cabrillo Point Academy

who contracts with PCA), and each student's last name determines Guidance Counselor rosters.

Pupil Support Staff members include an SST Coordinator; a 504 Coordinator; a Speech Intervention Coordinator; Math, Reading, and Writing Intervention Coordinators (one of each); two EL Intervention Coordinators; an Online Intervention Coordinator; a Program Specialist; and a Student Support Specialist.

Teachers by Gender

	Number of Staff
Female	173
Male	8

Teachers by Ethnicity

The ratio of Hispanic/Latinx students to teachers of this group is slightly higher at 16% of students compared to 12% of the teaching staff. The percentage of Black or African American students is also higher than that of teachers, with 4% of students identifying as members of this group, but only 1% of PCA teachers. The percentages of Asian and Filipino students and teachers are the same, with 4% Asian student and teacher populations and 2% Filipino student and teacher populations. The percentage of white teachers is slightly higher than the student population of this group, with 71% of teachers identifying as white and 67% of students in this group.

	Number of Teachers	Percent of Teaching Staff
Asian	7	4%
Black or African American	2	1%
Filipino	4	2%
Hispanic/Latinx	21	12%
Two or More Races	9	5%
White	129	71%

Decline to State	9	5%
Total	**181**	

Teachers by County of Residence

As is true with PCA's student population, most PCA teachers reside in San Diego County.

	Number of Teachers	Percent of Teaching Staff
San Diego County	160	88%
Imperial County	6	3%
Orange County	9	5%
Riverside County	6	3%

Demographic Data

Student Enrollment

Student Enrollment by Grade Level

Numbers for the 2020-2021 school year are accurate as of the writing of this report.

Four thousand, two hundred ninety-four students are enrolled at PCA for the 2020-2021 school year. The majority of students, 3,680 or 86%, are enrolled in grades TK-8, with the remaining 614 (14%) in high school. There are 2,739 students (64%) in grades TK-5, and 941 students (22%) in grades 6-8. TK students may move to kindergarten as of their 5th birthday based on a written parent request.

Grade Level	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment	Percentage of 2020-2021 Enrollment
TK	404	310	76	2%
KN	535	537	454	11%

Grade 1	429	488	491	11%
Grade 2	424	450	466	11%
Grade 3	422	441	438	10%
Grade 4	345	416	436	10%
Grade 5	329	354	378	9%
Grade 6	343	339	323	8%
Grade 7	297	345	317	7%
Grade 8	268	322	301	7%
Grade 9	166	203	193	4%
Grade 10	139	215	183	4%
Grade 11	118	193	122	3%
Grade 12	75	145	116	3%
Total	**4,294**	**4,758**	**4,294**	

Student Enrollment by Gender

Gender	2018-2019 Students	2019-2020 Students	2020-2021 Students
Female	2,196 (51%)	2,430 (51%)	2,154 (50%)
Male	2,098 (49%)	2,328 (49%)	2,140 (50%)

Student Enrollment by Ethnicity

While 34% of the San Diego County population is Hispanic or Latinx, only 16% of PCA students are members of this group. Approximately 6% of the county's population is Black or African American, compared with 4% of the PCA student population. Asian residents make up about 13% of the county's population, but only 4% of PCA students. PCA's student population is about 1% American Indian or Alaska Native, which is close to 1.3% of the county's population who are members of this group.

Ethnicity	2018-2019 Students	2019-2020 Students	2020-2021 Students
American Indian or Alaska Native	38 (0.8%)	57 (1%)	37 (1%)
Asian	295 (7%)	179 (4%)	192 (4%)
Black or African American	318 (7%)	232 (5%)	183 (4%)
Filipino	94 (2%)	98 (2%)	100 (2%)
Hispanic/Latinx	592 (14%)	812 (17%)	692 (16%)
Middle Eastern	54 (1%)	8 (0.16%)	9 (0.2%)
Pacific Islander	36 (0.8%)	39 (0.8%)	29 (1%)
White	2,694 (63%)	3,143 (66%)	2,882 (67%)
Not Reported	173 (4%)	190 (4%)	170 (4%)

Primary Languages Other than English

Of the 4,294 students enrolled at PCA for the 2020-2021 school year, 130 are English Learners (3% of the student population), and an additional 148 are Fluent English Proficient. The predominant language spoken by English Learner students is Spanish, with approximately 82% of English Learners speaking this language.

Language	Number of Students (2018-2019)	Number of Students (2019-2020)	Number of Students (2020-2021)	Percentage of English Learner Population (2020-2021)
Amharic	1	0	0	0%
Arabic	17	1	0	0%
Bengali	1	0	0	0%
Chinese	1	1	0	0%
Chinese - Mandarin	2	3	1	0.7%
Farsi	3	0	0	0%
Filipino - Tagalog	1	2	1	0.7%
French	0	0	0	0%
German	1	2	1	0.7%
Gujarati	1	0	0	0%
Hebrew	1	0	0	0%
Hungarian	1	1	1	0.7%
Japanese	0	2	2	1.5%
Khmer	0	1	0	0%
Korean	2	1	1	0.7%

Lithuanian	3	1	0	0%
Other Non-English Languages	2	0	1	0.7%
Pashto	25	0	0	0%
Persian	5	0	0	0%
Philipino - Other	1	1	0	0%
Punjabi	0	0	0	0%
Rumanian	0	0	0	0%
Russian	6	18	11	8.5%
Somali	43	0	2	1.5%
Spanish	81	207	107	82.3%
Taiwanese	1	0	0	0%
Tigrinya	2	0	0	0%
Turkish	1	0	0	0%
Urdu	11	0	0	0%
Uzbek	1	0	2	1.5%
Ukrainian	0	0	0	0%
Vietnamese	0	0	0	0%

Socioeconomic Status

Parent Education Level

Eighty-eight percent of parents have some college education, with 62% holding a Bachelor's degree or higher. PCA parents are more educated than the population of San Diego County, where 38% of the residents hold a Bachelor's degree or higher.

Education Level	2018-2019 Parents	2019-2020 Parents	2020-2021 Parents
Graduate Degree	28%	29%	29%
College Graduate	30%	30%	33%
Some College	27%	27%	26%
High School Graduate	8%	7%	6%
Not a High School Graduate	1%	1%	0.7%
Declined to State	6%	6%	5%

Percent of Eligible Free- and Reduced-Price Lunch Students

Thirteen percent of PCA students live in poverty, which is slightly higher than the San Diego County average of 11.5%. Nineteen percent of students qualify for free and reduced-price lunch.

NSLP Eligibility	2018-2019 Students	2019-2020 Students	2020-2021 Students
Qualifies for Free Lunch	20%	5%	6%
Qualifies for Reduced Price Lunch	11%	11%	13%
Poverty Level	7%	11%	13%

Does Not Qualify	56%	59%	64%
No Form	6%	14%	4%

Title I

Pacific Coast Academy does not receive any Title I funding.

Special Needs and Other Focused Programs

PCA is well-equipped to provide support resources to ensure all students have access to a high-quality educational program that will meet their strengths, needs, and interests. The school enrolls and supports all learners, including multilingual students, students with special learning needs, foster youth, and gifted and talented learners.

Please refer to Programs and Services for Students Designated with Special Learning Needs for more information about services for students with specific learning needs.

Please refer to the College and Career Preparation section and the College and Career Indicator section for more information about the school's college and career readiness resources for students and their impact.

The school does not currently offer International Baccalaureate or AVID options.

Student Subgroups	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
Students with Disabilities/Special Learning Needs (IEP or 504 Plan)	543	624	578
Socioeconomically Disadvantaged (FRPL-eligible)	1,321	839	1,353
Foster Youth	6	6	1
Multilingual Learners (EL and FEP)	449	411	278

Students in Transitional Housing	0	71	48

Support for Gifted and Talented Students

PCA does not offer a formal Gifted and Talented Education program. However, the school's personalized nature allows students and their parents to work with their HST to implement and adjust curricular materials, course pacing, instructional strategies, and enrichment opportunities. These options provide an instructional program that meets the appropriate level of rigor and challenge to meet each student's needs. Additionally, the board-approved Promotion, Acceleration, and Retention Policy and accelerated promotion review process allows qualifying students to accelerate from one grade level to the next based on academic and social-emotional readiness.

Honors Coursework

The school offers Honors A-G courses in World History, US History, Economics, Government, English 9-12, Algebra I, Geometry, Algebra II, Pre-Calculus, Biology, Chemistry, and Physics. Students complete Honors courses through Edgenuity, BYU Independent Study, K12, and Apex. There are no prerequisites specifically for Honors classes. Students must meet the general course prerequisites (for example, completing Algebra II or Integrated Math III and their prerequisites before enrolling in Honors Pre-Calculus).

	Number of Students Enrolled in Honors A-G Courses	**Number of Honors A-G Courses Attempted**	**Number of Honors A-G Courses Completed with a Passing Grade**
Fall 2018	19	26	24
Spring 2019	22	30	30
Fall 2019	26	41	41
Spring 2020	24	36	36
Fall 2020	25	37	37

Advanced Placement

Please refer to the Advanced Placement Courses and Test Results section for information about the Advanced Placement courses available to students, including the number of students enrolled in such classes and data on AP exam pass rates.

Language Proficiency

Multilingual Learners (EL)

Two hundred seventy-eight students (6.5% of the student population) were identified as ELs upon enrollment for the 2020-2021 school year (EL or FEP). An additional 321 students' English fluency status is yet to be determined (students for potential EL testing).

Fluent English Proficient (FEP)

One hundred fifty-four students (3.6% of the student population) were identified as FEP upon enrollment during the 2020-2021 school year.

Redesignated Fluent English Proficient (RFEP)

Eighty-eight students (2% of the student population) were identified as RFEP upon enrollment during the 2020-2021 school year.

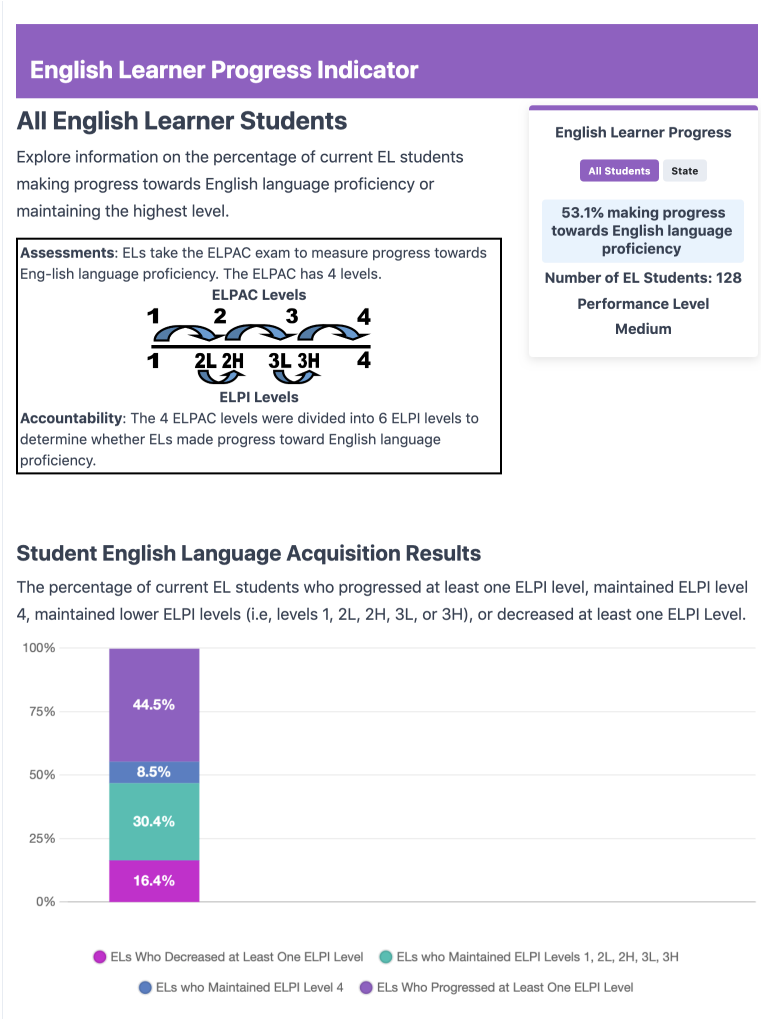
English Language Proficiency Assessments for California (ELPAC)

Multilingual students complete the initial and summative ELPAC assessments annually until they qualify for reclassification. Staff members use the results of the ELPAC, along with results from STAR 360 and CAASPP and teacher observations, to determine each student's English language fluency level. The EL Master Plan document details the reclassification criteria.

The EL Designee uses the English Language Learner Reclassification Form to document assessment scores, teacher and parent evaluation notes, and the student's reclassification status. HSTs, Special Education Case Managers, and the EL Designee use the Reclassifying English Learners with Disabilities form to document the reclassification criteria and data for multilingual students with special learning needs. This form helps the team determine if the student's disability, rather than their English skills, prevents them from attaining reclassification status. In all cases, the EL Designee uses the RFEP Monitoring Form to document ongoing academic progress and achievement annually for four years following the reclassification determination.

One hundred eighty-eight students took the Summative ELPAC assessment during the 2019-2020 school year.

ELPAC Overall Performance Level	Number of Students
4	43
3	54
2	43
1	48



LCAP Identified Needs and Description of Goals, Actions, and Services

Parent and Community Input

PCA invites all parent and student stakeholders to provide feedback about the school and input into LCAP planning during the annual LCAP survey each spring. Please refer to the School Conditions and Climate Surveys section of this chapter for links to the 2019-2020 school year surveys. Results from the 2019-2020 surveys can be found in the Perception Data section of the chapter. HSTs utilize various strategies to encourage parent and student participation in the LCAP process, including:

- Providing access to laptops with the survey during LP meetings or school events;
- Sharing the link to surveys during virtual meetings (COVID-19);
- Helping students understand the questions and how to self-reflect before responding;
- Using online apps such as Remind or Edmodo;
- Adding survey links to LP meeting agendas; and
- Explaining the purpose and importance of the surveys and stakeholder participation in the school LCAP.

Instructional staff members held LCAP-related discussions during the February 2020 regional meetings. HSTs discussed the current LCAP goals and provided input to ensure the LCAP drives student achievement and school improvement.

The school's current LCAP document is posted to the Pacific Coast Academy website for public review at any time.

Identified Needs and Goals

In lieu of an LCAP for the 2020-2021 school year, PCA created a Learning Continuity and Attendance Plan to mitigate learning loss due to the COVID-19 pandemic. While the identified needs are common across the state, the measurable outcomes meet PCA's student population needs.

Identified Need	**Measurable Outcomes**
In-Person Instructional Offerings	• The school will implement trauma-informed practices, including focusing on students' social-emotional well-being and ongoing support and progress-monitoring by teachers. • HSTs will continue to assign, monitor, and document student work through regular meetings and Assignment and Work Record reports. • Various curriculum delivery methods are in place to meet the unique needs of each student. • The school will provide virtual access to community resources such as museums for co-curricular enrichment and extension.
Distance Learning Program	• The school will continue to offer various synchronous and asynchronous learning

	platforms to meet students' needs. ● Synchronous online classes and enrichment activities, such as Community Connections and Discovery Days events, will provide instruction and collaboration opportunities. ● The school will provide technology (including Chromebooks, iPads, and wi-fi hotspots) and hard copies of instructional materials to students as needed. ● PCA offers interventions provided through the MTSS system through online platforms. ● ELD classes are online, and EL students have access to various online learning tools, including BrainPOP ELL. ● HSTs can offer up to 20% of a student's curricular materials in Spanish, when necessary to support multilingual students. ● General Education and Special Education staff members will collaborate to provide appropriate accommodations that can be implemented in a distance learning environment to ensure HSTs meet all IEP provisions.
Pupil Learning Loss	● The school administers the STAR 360 assessment in reading and mathematics and the CAASPP Interim Assessment Blocks to gauge student progress and plan ongoing instruction. ● Teachers use a variety of formative assessments for progress monitoring. ● Multi-tiered supports are available as needed. ● HSTs will receive ongoing training on the use and interpretation of assessments, ELD strategies, and multi-tiered supports.
Mental Health and Social-Emotional Well-Being	● Professional development for instructional staff members will include sessions on social-emotional well-being. ● The school offers the EVERFI SEL curriculum, as well as "Mindset Monday" sessions for students. ● Multi-tiered social-emotional supports are available as needed.
Pupil and Family Engagement and Outreach	● Teachers provide ongoing support and progress monitoring through regular phone calls, emails, and virtual meetings with students and their families. ● Synchronous online classes, office hours, and

	enrichment sessions provide additional engagement opportunities for students.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	• The school provides technology items, hard copies of curricular materials, and various instructional platforms to meet all students' needs. • PCA provides MobyMax, BrainPOP, and other online programs to engage students, help students meet grade-level standards, and mitigate learning loss.

School Program Data - Description of the Program

General Education Program

PCA students and their families can choose the curricular materials and instructional methodologies that meet each child's strengths, needs, and learning preferences. Students and parents partner with California credentialed teachers (HSTs) for ongoing progress monitoring. HSTs meet with each student and their parent at least once every 20 school days for Learning Period (LP) meetings. During LP meetings, HSTs review the student's entire body of work, discuss new learning and any areas of need with the student, and assign standards to complete during the following Learning Period. HSTs match the student's completed work and instructional activities to the content standards and A-G requirements using the TK-8 "I Can" Statements or the high school course outlines. HSTs use formative and summative assessments to determine student knowledge and mastery of learning and offer curriculum and resource ideas if the current curriculum is not working. HSTs are readily available between LP meetings to assist families with curriculum choice, unit and lesson planning, administering and interpreting assessments, and providing intervention when necessary to support student achievement.

Curriculum Options

All students have access to a rigorous curriculum that meets the content standards, Schoolwide Learner Outcomes, and college and career readiness standards. Curriculum options include adopted programs that automatically meet all content standards and/or A-G requirements and parent-choice materials that are supplemented to ensure alignment with the standards and A-G course criteria. Students can choose to work online, use print materials, take in-person classes with school-approved vendors, or any combination of those three coursework options. Students can also choose from a variety of online and print supplemental resources.

Information on TK-8 adopted programs for the 2020-2021 school year is available here, and this document outlines the high school adopted curriculum options.

Choice Plus Academy (CPA) is a series of synchronous online classes taught by staff members who hold single-subject credentials in the subjects they teach. The HQT-led Edgenuity program

provides access to asynchronous online courses through the Edgenuity platform and support from single-subject teachers. HQTs actively monitor student progress and provide various assessments to their students. These teachers work with HSTs, parents, and students by communicating with all parties via email regarding missing assignments, low test scores, upcoming due dates, and current grades. Additional information about the Choice Plus Academy and Edgenuity programs for middle and high school students is available in the Spring 2021 Middle School and High School Course Catalog. (The Fall 2020 version of this document is available here.)

Students and their families may choose the Choice Plus option, which allows them the freedom to select any curricular materials. The high school course outlines ensure all students following the Choice Plus option meet the course content standards and/or A-G requirements. The course outlines include topics that students must cover and skills they must demonstrate for full course credit. Science courses include lab activities and lab reports. The general High School Course Catalog outlines all classes available to students in grades 9-12.

High school staff members host virtual information sessions, including the Curriculum Roadshow, to introduce parents and HSTs to the various curriculum programs.

Please see the Online Instruction section below for more information about online course options, including Choice Plus Academy, Edgenuity, and online options available through the Choice Plus program.

Graduation Requirements

PCA's graduation requirements are as follows:

Subject Area	Graduation Requirements	Total Credits
History	**6 semester courses**, including 1 year of World History, 1 year of US History, 1 semester of Government, and 1 semester of Economics	30
English	**6 semester courses**	30
Mathematics	**4 semester courses**, including 1 year of Algebra 1	20
Science	**4 semester courses**, including 1 year of physical science and 1 year of life science	20
World Language	**2 semester courses**	10

Visual and Performing Arts		
Electives	**18 semester courses**	90
Total		200

Students and their parents can access the graduation requirements through the school's website and the Parent-Student Handbook. The website includes information about the graduation requirements, as well as the UC-CSU A-G entrance requirements. HSTs share the graduation requirements upon enrollment and discuss them with students and their families each semester while updating their Individualized Graduation Plan.

College and Career Preparation

All core subject high school courses are A-G-approved by UCOP. Other options, including CTE and a Certificate of Completion program, are available as needed. The wide availability of A-G courses ensures all high school students have access to rigorous coursework that will prepare them for their post-secondary plans and meet the requirements for freshman admission to UC and CSU universities. Middle school students can take A-G courses in mathematics or world languages for high school elective credit. NCAA-approved classes are available through Edgenuity and the Choice Plus Academy program. Students have the option to concurrently enroll in courses at local community colleges.

PCA middle and high school students may complete Career and Technical Education (CTE) coursework through the online curriculum providers eDynamic Learning or Edmentum. These curriculum vendors provide courses led by CTE-credentialed instructors. ROP, ROC, Career Tech Centers, Career Education Centers, and community colleges also offer CTE options for students. PCA is not approved to provide in-house CTE courses or to issue CTE certificates.

Students may complete coursework in the following industry strands through Edmentum or eDynamic Learning:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development

- Marketing, Sales, and Services
- Public Services
- Transportation Sector

The 2020-2021 school year is the first year PCA has offered CTE courses as this is the first year the school has contracted with vendors whose teachers hold California CTE credentials. Staff members hold information sessions and will expand course offerings with the goal to increase CTE enrollment. PCA is also considering updating the graduation requirements to reflect CTE as an option in the WLG/VPA credit category.

Five students are taking a total of five CTE courses during the 2020-2021 school year.

Vocational elective courses are available to provide students with opportunities to explore various fields. Additionally, students can take Career Exploration, Independent Project, Internship, and Work Experience classes. The Naviance program is available for students to complete career interest inventories and research future career options.

PCA provides school-college partnerships through High School Expos with a college fair component offered during the 2021-2022 and 2022-2023 school years. The counseling department notifies students of any local brick and mortar college fairs available to them. PCA organizes visits to UC San Diego, CSU San Marcos, Palomar College, and other local colleges and universities.

At this time, PCA does not offer an International Baccalaureate diploma program, AVID, or an ROTC or military leadership program.

Please refer to the College and Career Indicator section for more information and data about the school's capacity to prepare students for their post-secondary goals.

Online Instruction

PCA offers various online instruction options, including the Choice Plus Academy (CPA) program for high school students and middle school students. CPA high school classes are NCAA-approved for those students who plan to participate in collegiate athletics. CPA classes are available in the four core subject areas, Spanish, art, and various electives.

The Choice Plus Bridge program provides live online courses for students in grades 6-8. Students meet weekly for 60- to 90-minute lessons. Choice Plus Bridge classes cover the four core subject areas. Students in both the Choice Plus Academy and Choice Plus Bridge classes engage in collaborative projects and dialogue with classmates and instructors. Weekly office hours with the instructors are available for additional student support. CPA teachers also offer HQT Encounters for middle and high school students. HQT Encounters are extra-curricular activities featuring exploration and adventure outside of the classroom in science, history, art.

A-G-approved online courses are available through the asynchronous Edgenuity platform, and students may complete classes in Edgenuity with or without the support of a single-subject HQT instructor. The HQT instructors offer weekly office hours for course support and provide grades for students enrolled in HQT-led Edgenuity courses. HQT-led Edgenuity classes are NCAA-

approved.

Additional online instruction is available through the parent-choice Choice Plus option. Students may complete online coursework through various vendor-led programs, including BYU Independent Study, Outschool, and Acellus. The Online Subscription Package (OSP) provides access to various online curriculum programs and educational supplements.

Schoolwide Learner Outcomes

All students are working towards mastery of the Schoolwide Learner Outcomes to a high degree, as evidenced by reviews of student work and discussions with students during Learning Period meetings. The SLOs are embedded across all subjects and at all grade levels, but additional work is needed to ensure that students and their parents/Learning Coaches are aware of these schoolwide goals. PCA makes the SLOs accessible, and the school presents the learner outcomes to students and parents through the school website and the Parent-Student Handbook. However, HSTs should ask direct questions about specific activities that meet various SLO goals during Learning Period meetings. While the school does not have a formal method of assessing and documenting student progress towards mastery of the SLOs, a team of teachers and administrators developed a tool to show HSTs and families how the SLOs align with the "I Can" Statements for grades K-8. This tool will help HSTs to accurately gauge student achievement of the SLOs.

Support Programs, Actions, and Services

Support Programs for Multilingual Learners

PCA effectively supports all students in meeting the content standards and the Schoolwide Learner Outcomes. The school has a variety of resources in place to support the English language development of multilingual learners. The English Learner Master Plan outlines the processes for identifying multilingual learners and providing an annual English language acquisition assessment using the ELPAC tests. The Director of School Support and Development helps HSTs provide adequate and appropriate support programs to promote student engagement and success through 30 minutes of ELD instructional activities daily. These support programs include online ELD classes, SDAIE strategies, Mathseeds, Mathletics, Reading Eggs, EggsPress, and BrainPOP ELL.

Certain materials are available in Spanish to support this group of multilingual families. Families can translate the Pacific Coast Academy website into Spanish, and the PCA Family Resource site has a Spanish-language section to support multilingual families. Additionally, PCA translates weekly emails and official communication to families into Spanish.

Support Programs for Low-Income/Socio-Economically Disadvantaged Students

School Planning Amounts provide all students with equal and adequate access to educational materials, support services, educational technology, and supplemental programs to ensure all students can meet the grade-level content standards and SLOs. The Mobile Lending Library travels

throughout the region to provide families with access to gently-used instructional materials. HSTs assist students and their families in locating free online resources to enrich and extend learning activities.

Support Programs for Foster Youth

PCA has a designated Foster Youth Liaison and a board-approved Foster Youth Policy that outlines available supports that ensure equal access to educational opportunities. Eligible and interested foster youth may be provided with reduced graduation requirements, as outlined by AB167/216.

Other Local Support Programs

The school uses the enrollment application to determine the student's housing arrangements, and a Community Liaison is available through PCA to support students living in transitional housing. As with foster youth, students living in transitional housing may be eligible for reduced graduation requirements through AB167/216. Additional support resources include local community resources and helplines.

A Students in Crisis Student Support Coordinator is available to assist HSTs when a student is experiencing a catastrophic event that affects their attendance. The Students in Crisis Coordinator determines support services to help the student stay in compliance or transition back into school. Mental health support, when needed, is provided by the School Psychologist.

The intervention website provides helpful information and a wide variety of resources to support parents in their home education endeavors. The site includes a link to the Growth Mindset website, which contains social-emotional learning and positive behavior support tools, including "Mindset Monday" webinars. Parents can access a video library that provides support in math, writing, reading, and speech instruction.

PCA provides multi-tiered intervention and support programs to all students, including Reading Horizons, Learning Ally, Math Antics, and Outstanding Direct Instruction (ODI). Intervention is data-driven, and HSTs use STAR 360 results and various screening assessments to determine each student's most effective support resources. The SST process is available for those students requiring additional interventions.

The ODI program provides synchronous virtual instruction in language arts and mathematics for students who score below grade-level proficiency on the STAR 360 assessments. ODI classes run in four-week blocks and target specific skills.

Behavior interventions include strategies from the PBIS World website and suggestions for parents and HSTs, including journaling, setting manageable daily goals, sharing time, recognizing positive behavior, relaxation techniques, frequent breaks, self-management tools, and wait time.

Programs and Services for Students Designated with Special Learning Needs

PCA provides all necessary accommodations and resources outlined in each applicable student's IEP or 504 Plan document. Supports include online SAI classes taught by teachers who hold Education Specialist credentials and all required services such as speech, OT, or support from a school psychologist. Students with special learning needs receive all necessary CAASPP testing accommodations, as documented in their IEP or 504 plan.

PCA has a collection of board-approved policies that support students with special learning needs.

A Certificate of Completion option is available to qualifying high school students. The IEP team determines a student's placement in the Certificate of Completion program based on a careful review of data and the student's needs. The program includes life skills classes, an emphasis on transition skills, and one-on-one SAI and individualized attention from Case Managers and transition teachers. Thirty-nine students are currently working towards a Certificate of Completion.

All students with special learning needs ranging in age from 16-22 have transition services written into their IEP documents. Those ranging in age from 18-22 are supported further through the Adult Transition Program. Transition services offered include transition-related SAI classes, transition workshops, job coaching and placement services, and agency linkage with a Regional Center or the Department of Rehabilitation. One PCA student is completing the ATP program during the 2020-2021 school year.

Specialized Individualized Graduation Plans (IGP) are available for students following the Certificate of Completion or Adult Transition Program.

Regional transition teachers support students, parents, and general education teachers with the transition from middle to high school or from high school to college or career.

Data on Addressing the Eight State Priorities

LCFF Priority 1: Basic Services

Teacher Credentials

The school reviews the credentials of all applicants for teaching positions, and all PCA teachers hold the appropriate credentials for their roles. HSTs have the opportunity to support students in grades TK-12, and various supports are in place to assist those HSTs who hold multiple-subject credentials in their work with high school students. Support resources and staff members include high school course outlines, adopted curriculum programs, Guidance Counselors, single-subject teachers, and PCA's High School Success Coordinator. HSTs work together in small regional groups where HSTs from various levels support each other in instructional strategies and curricular materials.

The Human Resources team monitors teacher credentials for expiration dates and sends reminder emails a few months before each teacher's credential(s) expire. This team monitors the CTC website to ensure each teacher has the necessary credential for their position.

Additional Staff Qualifications

PCA staff members are well qualified to meet the students' varying educational needs, as evidenced by the staff qualifications outlined below.

- Seventy staff members have been teaching for 15 or more years. Teachers at PCA have experience in brick and mortar and independent study schools.
- One hundred teachers hold Master's degrees, with another four teachers enrolled in a Master's degree program.
- Six staff members hold Doctorate degrees.
- Twenty-seven teachers hold multiple credentials, including three who have preliminary Administrative Services Credentials and two who hold clear Administrative Services Credentials. Nine teachers hold both a Multiple Subject credential and at least one Single Subject credential.
- Four teachers hold BCLAD authorizations, one has a Reading Specialist certification, and one holds a Waldorf certificate. Eight teachers have supplementary authorizations with their primary credentials.
- Seventeen staff members are National Board Certified Teachers.
- Of the seven teachers with less than five years of teaching experience, three hold preliminary teaching credentials. Six PCA teachers are currently completing the California Teacher Induction Program. Teacher Induction Policy

Professional Development

Professional & Staff Development Programs/Activities	**2017-2018** **Numbers Participating**	**2018-2019** **Numbers Participating**	**2019-2020 Numbers Participating**
Back-to-School Homeschool Teacher Training (3 days in August)	59	93	206
Fall All-Staff Meeting (November)	59	92	157
Spring All-Staff Meeting (March)	59	92	148
End-of-the-Year Staff Meeting (May/June - Virtual)	59	92	197

August 2019 Back-to-School Training

- Enrichment ordering guidelines
- Interpreting and using STAR 360 and CAASPP score reports
- Policies and procedures related to field trips and events
- Updates from the Special Education department, and the role of the HST in SPED matters
- High school support and evidence-based high school curricula
- Multi-tiered support programs
- The use of the non-compliance policy
- School accountability tasks

During the August PD meeting, HSTs met in breakout sessions with their Regional Coordinator teams to discuss partner teachers' roles, the use of the roster survey, and the work record process.

November 2019 All-Staff Meeting

- Overview of the CA School Dashboard
- 2018-2019 CAASPP results and the implications of those results
- LCAP priorities and the school's LCAP goals
- School policies: the Conflict of Interest Code and the Residency Policy

HSTs worked in small groups to further discuss the LCAP priorities and parent and teacher interview questions related to student engagement and achievement.

March 2020 All-Staff Meeting

- Assignment and Work Record reports
- High school updates
- Updated school policies
- Information about virtual meetings and events due to COVID-19
- SPED curriculum
- Information about Outstanding Direct Instruction (ODI) classes

HSTs met in small groups to work on the WASC report.

June 2020 All-Staff Meeting

- Updates from enrichment staff, the Special Education department, Student Support staff members, and the high school team
- Intervention programs for the 2020-2021 school year
- Information about concurrent enrollment
- End-of-the-year expectations for teachers

August 2020 Back-to-School Training

- LCAP information
- A session on school support, including EL & Multilingual Students, Families in Transitional Housing
- Induction, Safe Schools, and Fresno Pacific University courses
- Enrichment and Vendor Department updates
- Human Resources updates, including information on teacher evaluations, the Conflict of Interest Policy, and requesting time off
- Student Support information

- Updates from the Technology Department
- SPED updates
- Information about Assignment and Work Record reports
- High school updates
- Testing updates for 2020-2021
- The new Online Subscription Package
- Updates from the School Accountability Assistants
- Student events and adjunct duties, including information about the Discovery Days program
- LP meeting expectations
- ELD support classes
- Updates from the school's Family Liaisons

HSTs meet monthly in small regional groups with their Regional Coordinators. These meetings provide HSTs with opportunities to share curriculum programs, discuss best practices, and review topics of relevance to teachers working within the independent study charter school environment. HSTs who are new to the school attend new teacher training sessions during their first week of employment, and ongoing support is provided throughout the school year.

HSTs receive extensive and relevant professional development related to schoolwide changes made as a result of assessment data. Recorded training sessions are available to HSTs through the online Homeschool Teacher Handbook.

The school developed Professional Learning Networks (PLNs) to discuss changes and brainstorm additional strategies to support multilingual students and those with IEPs and 504 plans.

During the 2020-2021 school year, HSTs will participate in monthly professional development sessions. The current PD plan is available here. PCA's leadership team collects feedback on the usefulness and effectiveness of professional development activities through post-training surveys.

Student Access to Standards-Aligned Instructional Materials

Students and families at PCA have the freedom to choose the instructional materials that best suit each student's learning preferences, strengths, and academic needs. Planning Amount allotments ensure all students have access to grade-level appropriate materials that align with content standards and A-G requirements. HSTs use the Assignment and Work Record (AWR) report in School Pathways to document completed work, align student activities to the content standards, and make assignments for the following Learning Period. HSTs match TK-8 student work to the "I Can" Statements. For those high school students not using adopted curriculum materials, HSTs compare their work to the high school course outlines to ensure all students meet the course requirements, including those related to A-G fulfillment.

Per the school's Mega Waiver, PCA does not have a board-approved resolution regarding standards-aligned materials.

School Facilities

The PCA Resource Center in Costa Mesa is safe for student use, and the Resource Center has a site safety manual, including procedures for emergency drills. In-person student events, such as field trips, are held at public venues around San Diego County. HQT-led science courses and course outlines provide adequate science lab time, as required by UCOP for A-G science credit, but PCA does not supply lab materials or chemicals for these labs. Students complete virtual labs or labs which include "at home" materials only. Alternatively, some students attend a vendor who handles the lab materials.

LCFF Priority 2: Implementation of Academic Standards

PCA follows effective processes to examine curriculum and align curriculum and student work to the content standards. The Curriculum Department carefully reviews adopted curriculum programs to ensure alignment with the content standards and A-G course criteria.

PCA used the CDE reflection tool from the California School Dashboard to assess progress towards implementing the academic standards. The data show that PCA has successfully implemented all of the academic standards. Dashboard data for 2020 is not available.

Reflection Tool: Implementation of Academic Standards

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

1. **Professional Development.** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4
ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	3	3
History-Social Science	3	3

2. **Instruction Manuals.** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4
ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	4	3
History-Social Science	3	3

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

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4
ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	4	3
History-Social Science	3	3

4. **Implementation of Standards.** Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	3
ELD (aligned to ELA standards)	4	3
Mathematics - CCSS-Mathematics	4	3
Next Generation Science Standards	4	3
History-Social Science	3	3

5. **Engagement of School Leadership.** Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

	2017 - 2018	2018 - 2019
Identifying the professional learning needs of groups of teachers or staff as a whole	4	4
Identifying the professional learning needs of individual teachers	4	4
Providing support for teachers on the standards they have not yet mastered	4	4

LCFF Priority 3: Parent Engagement

PCA provides several avenues for parent involvement in school decision-making. PCA invites all parents to serve on the school's Governing Board. School board meetings are open to the public, and parents are encouraged to attend. Each session includes a public forum, during which school stakeholders have a chance to voice opinions and provide feedback on school operations.

Parents and students complete LCAP-related perception surveys each spring. Staff members use

perception data from these surveys in conjunction with demographic and achievement data in decisions surrounding adoptions of curriculum and supplemental programs and decision-making about enrichment opportunities and intervention support resources to provide a well-rounded academic program for all students.

PCA has MLAC committees that meet quarterly to discuss program goals and achievements related to multilingual learners. PCA invites all parents to participate.

A weekly updates newsletter, the PCA Scoop, highlights schoolwide news and events. Parents also have access to a variety of online resources to support their homeschooling programs.

Parents are highly involved in the decision-making process at the student level, as they choose the materials, instructional methods, and educational activities that meet their children's needs.

LCFF Priority 4: Performance on Standardized Tests

CAASPP Results

Due to the COVID-19 pandemic, CAASPP data is not available for the 2019-2020 school year. HSTs offered the SBAC Interim Assessment Blocks in lieu of the formal CAASPP assessments during the spring 2020 semester.

CAASPP Participation Rates

PCA staff members utilize various strategies to encourage student participation in the CAASPP assessments, and staff members anticipate that participation rates will continue to increase over the next few years.

School Year	ELA Participation Rate	Math Participation Rate
2017-2018	89%	89%
2018-2019	90%	90%

CAASPP Scores

In most cases, student scores on the CAASPP ELA and math tests have increased slightly over time. In general, student scores also improve as they move from one grade level to the next. PCA staff members closely monitor student achievement through the CAASPP and STAR 360 scores. Staff members will continue to implement strategies to prepare students for high-stakes tests.

CAASPPSS	3rd	4th	5th	6th	7th	8th	11th

2017-2018 ELA	2395	2409	2481	2465	2506	2519	*
2018-2019 ELA	2397	2450	2473	2512	2543	2556	2586
CAASPP SS	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**11th**
2017-2018 Math	2383	2389	2467	2437	2448	2464	*
2018-2019 Math	2384	2430	2431	2483	2497	2505	2524

CAASPP Data by Student Subgroups: English Language Arts

Student Subgroup (CA School Dashboard)	**2017-2018**	**2018-2019**
African American	64.6 points below standard	60.9 points below standard
American Indian	No data	< 11 students
Asian	30.3 points above standard	7.2 points above standard
Filipino	< 11 students	4.4 points below standard
Foster Youth	No data	< 11 students
Hispanic	46.2 points below standard	32.2 points below standard
Homeless	< 11 students	18.8 points below standard

Multilingual Learners	62.4 points below standard	63 points below standard
Two or More Races	37.3 points below standard	5 points above standard
Pacific Islander	< 11 students	< 11 students
Socioeconomically Disadvantaged	54.2 points below standard	32.3 points below standard
Students with Disabilities	73.8 points below standard	63.3 points below standard
White	56.6 points below standard	21.4 points below standard

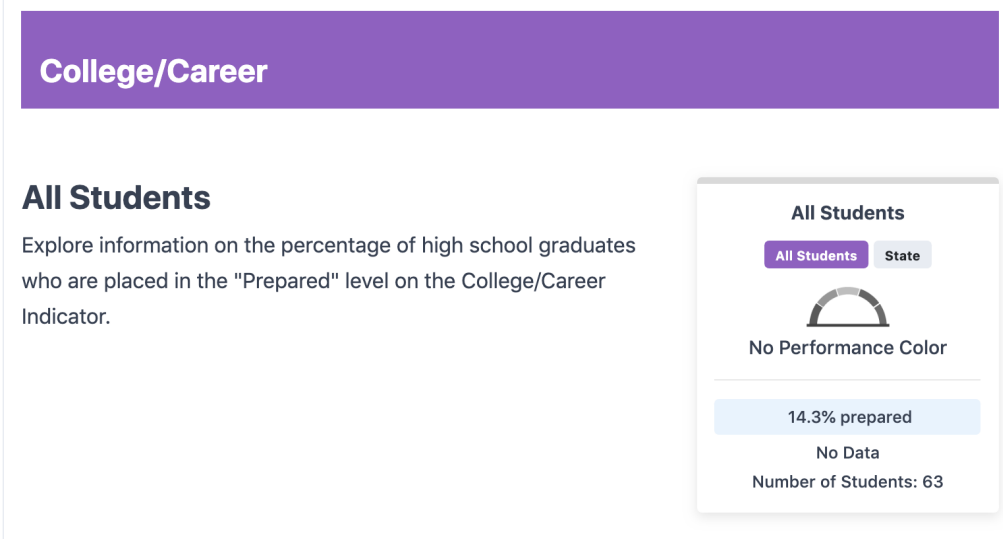
CAASPP Data by Student Subgroups: Math

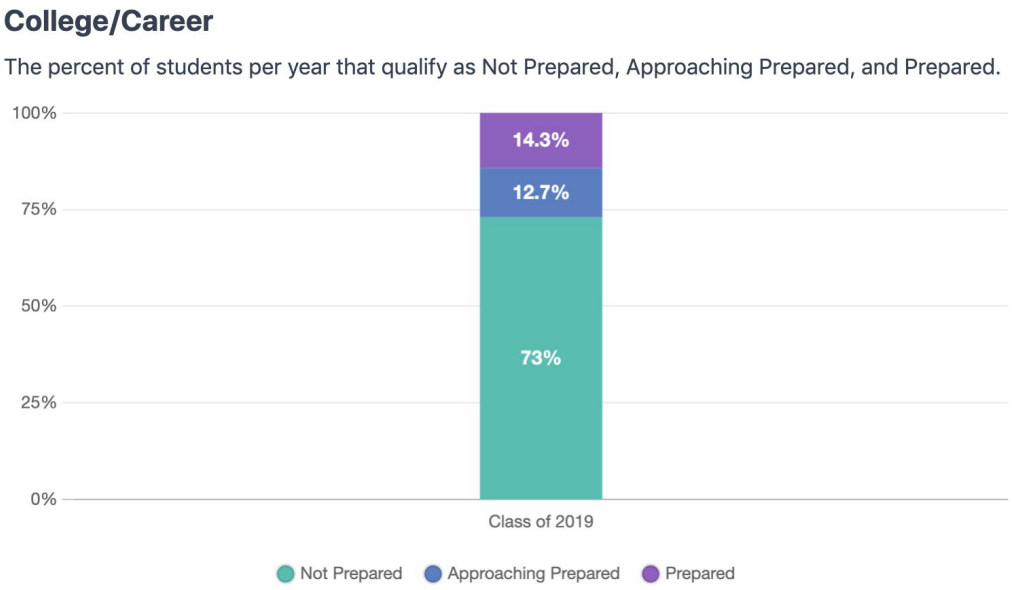
Student Subgroup (CA School Dashboard)	**2017-2018**	**2018-2019**
African American	96.8 points below standard	89.7 points below standard
American Indian	No data	< 11 students
Asian	20.9 points below standard	12.2 points below standard
Filipino	< 11 students	68.4 points below standard
Foster Youth	No data	< 11 students
Hispanic	103.5 points below standard	97.6 points below standard
Homeless	< 11 students	80.5 points below standard
Multilingual Learners	93.8 points below standard	83.9 points below standard

Two or More Races	86.9 points below standard	53.9 points below standard
Pacific Islander	< 11 students	< 11 students
Socioeconomically Disadvantaged	98.2 points below standard	86.7 points below standard
Students with Disabilities	138.7 points below standard	122.6 points below standard
White	93.6 points below standard	67.3 points below standard

College and Career Indicator (CCI)

PCA has policies and procedures in place to assist all students in reaching their post-secondary goals. All core subject high school courses are A-G-approved as of the Fall 2019 semester. A variety of A-G-approved electives are available, as are non-A-G options, NCAA-approved programs, and vocational electives for career exploration and preparation. The school offers AP courses, and high school staff members assist students in registering for AP exams. Students can concurrently enroll in courses at local community colleges to obtain high school and college credit, expand skills in areas of interest, or explore future career options. CTE courses are available in various industry strands, and students can pursue CTE pathways through classes offered by PCA and various vendors. At this time, PCA does not offer an International Baccalaureate program, nor do students have access to IB exams.





CCI Data by Subgroup (Number of Students Prepared)

PCA's Dashboard CCI score increased by 11.3 percentage points from 2019 to 2020. This increase was likely due to the increased number of available A-G courses. Staff members expect this score to continue to improve over the next few school years as more students complete A-G and CTE courses of study.

	2017-2018	2018-2019	2019-2020
All Students	**7 students prepared**	**9 students prepared (14.3%)**	**32 students prepared (25.6%)**
African American	No data	No data	No data
Asian	No data	No data	No data
English Learners	No data	No data	No data
Hispanic	No data	14.8%	23.8%
Homeless	No data	No data	16.7%

Pacific Islander	No data	No data	No data
Socioeconomically Disadvantaged	No data	9.1%	18.8%
Students with Disabilities	No data	5.9%	5.3%
Two or More Races	No data	No data	No data
White	No data	15.4%	27.9%

SAT Assessments

School Year	Percentage of Proficient or Above Grade 11 Students - ELA CAASPP	Percentage of Proficient or Above Grade 11 Students - Math CAASPP	Number of SAT Exams Completed
2017-2018	< 10 students	< 10 students	No data
2018-2019	57.14%	22.23%	3
2019-2020	N/A	N/A	4

Advanced Placement Courses and Test Results

PCA offers a variety of College Board-approved Advanced Placement courses. AP courses are available through Edgenuity, BYU Independent Study, and the UC Scout online course platform. Liz Palmiter, Director of High School, is responsible for maintaining AP course approval.

Please follow this link to view the list of available AP courses.

	Number of Students Enrolled in AP Courses	Number of AP Courses Attempted	Number of AP Courses Completed with a Passing Grade

Fall 2018	5	6	6
Spring 2019	7	7	7
Fall 2019	15	19	19
Spring 2020	12	12	12
Fall 2020	16	33	*

*PCA has not received final grades from all AP course providers for the Fall 2020 semester.

PCA does not offer in-house AP exams. The school provides information on registering for these exams through the My AP Account website.

	Number of AP Exams Attempted	**Number of AP Exams Completed with a Passing Grade**
2017-2018	7	4
2018-2019	7	5
2019-2020	4	3

Concurrent Enrollment

PCA students may take college courses while enrolled as a full-time student with PCA. Students may concurrently-enroll at California community colleges or through an accredited public or private four-year institution. Students work with their HST and Guidance Counselor to ensure all appropriate documentation of coursework and grades is complete. The Guidance Department monitors concurrent enrollment through transcripts and reports from School Pathways. The school provides an information document about concurrent enrollment for HSTs and families.

	Number of Students Concurrently Enrolled in	**Number of Community College Courses**	**Number of Community College Courses Completed with**	**Incomplete Community College Courses**

	Community College Courses	Attempted	a Passing Grade	(No Transcript)
Fall 2018	21	43	42	0
Spring 2019	31	50	46	3
Fall 2019	64	108	99	5
Spring 2020	73	124	103	21
Fall 2020	94	167	*	*

*Grades for Fall 2020 community college classes were not available as of the due date of this report.

Multilingual Learner Proficiency

During the 2020-2021 school year, 32 PCA students were eligible for reclassification, based on ELPAC performance data. PCA has reclassified 24 of those students as RFEP (8.6% of the total EL student population), with six pending. The parents of the remaining two students requested that PCA continue to classify them as English Learners. There were 65 long-term English Learners at the beginning of the 2020-2021 school year.

Overall ELPAC Performance Level	2017-2018 Students	2018-2019 Students	2019-2020 Students
1	49 (23%)	31 (15%)	48 (25%)
2	31 (15%)	53 (26%)	43 (23%)
3	66 (31%)	74 (36%)	54 (29%)
4	67 (31%)	47 (23%)	43 (23%)

Other Local Assessments

HSTs use various formal and informal assessments to carefully monitor each student's progress towards and mastery of the content standards. In addition to the assessments outlined below, placement tests are available to assess students' readiness for Algebra 1 and Spanish 1.

End of Course Exams

Students complete a variety of curriculum-embedded assessments throughout the school year, including end of course assessments. End of course assessments may include a cumulative final exam, a written assignment, or a portfolio project, depending on the course. HQTs administer the end of course exams for students taking Choice Plus Academy and Edgenuity classes. HSTs review the end of course exams or portfolio projects for students following the high school course outlines.

STAR 360 Benchmark Assessments

PCA encourages all students in grades TK-11 to complete the STAR 360 online adaptive assessment during the fall, winter, and spring assessment windows. Students in grades TK and Kindergarten complete the Early Literacy assessment, which combines reading and math. The fall semester results provide a baseline score, which helps guide curriculum choices and identify students in need of intervention. Winter and spring scores show the student's growth and support HSTs and families in making instructional gains or any necessary adjustments.

STAR 360 Participation Rates

In general, student participation in the STAR 360 tests has increased over the last three school years. The low participation rates for the Spring 2020 assessments are due to the COVID-19 pandemic and resulting school closures that semester.

School Year	**Test**	**Percentage of Students Tested**
Fall 2017	STAR Reading	63%
Fall 2017	STAR Mathematics	69%
Spring 2018	STAR Reading	58%
Spring 2018	STAR Mathematics	61%
Fall 2018	STAR Reading	79%

Fall 2018	STAR Mathematics	81%
Spring 2019	STAR Reading	85%
Spring 2019	STAR Mathematics	86%
Fall 2019	STAR Reading	85%
Fall 2019	STAR Mathematics	89%
Spring 2020	STAR Reading	71%
Spring 2020	STAR Mathematics	72%
Fall 2020	STAR Reading	86%
Fall 2020	STAR Mathematics	90%

At/Above Proficiency in Reading on STAR 360

Eighty-six students in grades 9-11 are reading at or below the 860 Lexile level based on Fall 2020 STAR 360 data.

Grade Level	Fall 2019-2020 % of Students	Spring 2019-2020 % of Students	Fall 2020-2021 % of Students
1	87%	85%	92%
2	75%	85%	77%
3	72%	81%	71%

4	71%	79%	74%
5	69%	80%	73%
6	62%	68%	75%
7	65%	69%	71%
8	64%	64%	76%
9	62%	72%	71%
10	62%	77%	74%
11	67%	63%	80%
Summary	**70%**	**76%**	**76%**
# Students Proficient	**2,034**	**1,803**	**2,360**
Total Students Tested	**2,911**	**2,371**	**3,111**

At/Above Proficiency in Math on STAR 360

One hundred twenty-two high school students scored below the 7th-grade proficiency level in mathematics on the Fall 2020 STAR 360 assessment.

Grade Level	Fall 2019-2020 % of Students	Spring 2019-2020 % of Students	Fall 2020-2021 % of Students

1	94%	91%	89%
2	81%	87%	81%
3	82%	79%	70%
4	73%	72%	60%
5	67%	75%	39%
6	64%	73%	45%
7	62%	69%	45%
8	66%	69%	49%
9	67%	79%	48%
10	73%	81%	57%
11	75%	71%	48%
Summary	**74%**	**78%**	**57%**
# Students Proficient	**2,261**	**1,876**	**1,983**
Total Students Tested	**3,040**	**2,416**	**3,260**

At/Above Proficiency in Early Literacy on STAR 360

Grade Level	Fall 2019-2020	Spring 2019-	Fall 2020-2021

	% of Students	2020 % of Students	% of Students
KN	87%	87%	95%
1	73%	71%	69%
2	46%	58%	28%
3	56%	56%	38%
Summary	**79%**	**82%**	**58%**
# Students Proficient	**792**	**551**	**535**
Total Students Tested	**1,005**	**673**	**631**

Report Card Analysis

PCA teachers effectively conduct progress monitoring of all students throughout the school year, including the use of semester report cards for students in TK-8 and progress reports and report cards for students in grades 9-12. PCA shares report cards with students and their parents, and high school semester grades become part of the student's transcript and cumulative file.

TK-8 report cards serve as an indication of how each student is performing on the grade-level "I Can" Statements. HSTs determine TK-8 report card grades, following a review of student progress through the content standards and the student's attitude towards school work.

Students in grades 6-8 receive report card grades on the traditional A-F scale. Students in grades TK-5 receive a report card grade on a four-point scale for each of the four core subjects:

- Exceeds Expectations ("EE")
- Meets Expectations ("ME")
- Below Expectations ("BE")
- At Risk ("AR")

When students are not meeting course requirements, HSTs suggest different curriculum, tutoring,

ODI, or intervention strategies. The HST may recommend an SST to determine additional techniques to support the student if the lack of progress continues.

High school students receive a mid-semester progress report at the end of Quarters 1 and 3 and an end-of-semester report card to monitor and document mastery of the content and course credits. HSTs provide progress report and report card grades on a traditional A-F scale:

- A: 90% or more
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- F: 59% or less

The teacher of record determines high school progress reports and report card grades. The HST is the teacher of record for Choice Plus (parent-choice) classes, while the HQT is the teacher of record for synchronous Choice Plus Academy courses or HQT-led Edgenuity courses.

Teachers determine high school grades based on the confluence of the student's work quality and the amount of work completed, as shown in the following chart. PCA does not award partial course credits or units.

	A Quality Work	**B Quality Work**	**C Quality Work**	**D Quality Work**	**F Quality Work**
90% or more complete	A (5 credits)	B (5 credits)	C (5 credits)	D (5 credits)	F (0 credits)
80-89% complete	B (5 credits)	C (5 credits)	D (5 credits)	F (0 credits)	F (0 credits)
70-79% complete	C (5 credits)	D (5 credits)	F (0 credits)	F (0 credits)	F (0 credits)
60-69% complete	D (5 credits)	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)
59% or less complete	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)

PCA understands that some students experienced significant disruptions in learning and instruction during the COVID-19 pandemic. Students and parents were able to choose a Pass/Fail scale or an adjusted letter grade scale during the Spring 2020 semester report cards.

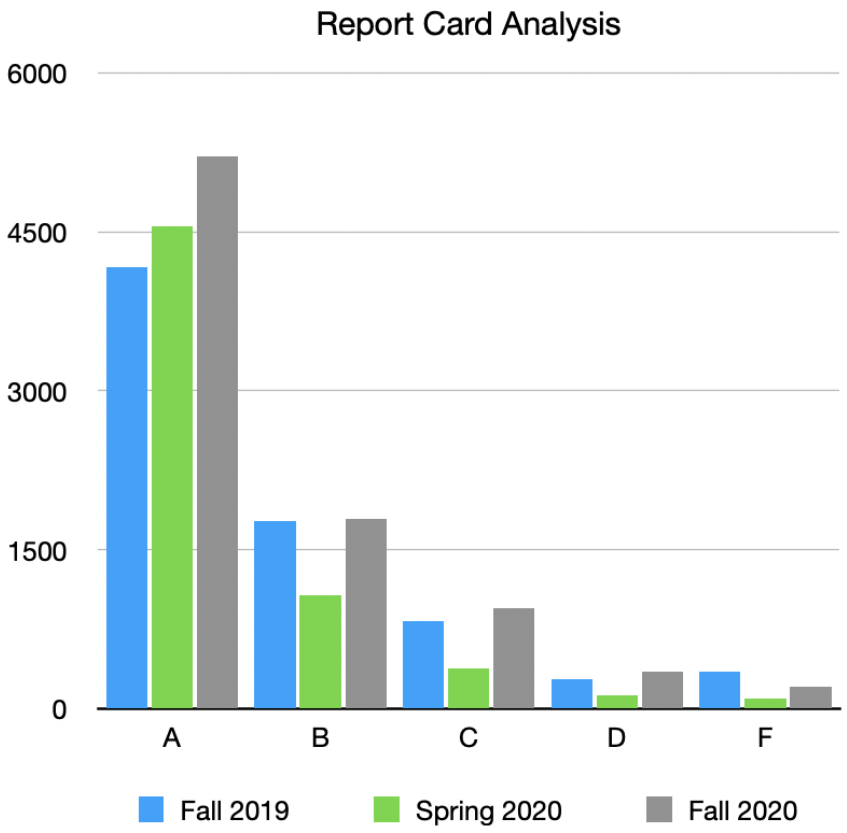
In the Pass/Fail scale, students who completed at least 50% of the course with a grade of 50% or better received a Pass grade. PCA did not calculate "Pass" grades into the students' GPA averages.

The adjusted letter grade scale available during the pandemic were as follows:

- A: 79%-100%
- B: 69%-78%
- C: 59%-68%
- D: 50%-58%
- F: 49% or less

D and F Grades

	Fall 2019	**Spring 2020**	**Fall 2020**
"D" Grades	3.8%	2.1%	4.0%
"F" Grades	4.7%	1.5%	2.1%



Fall 2020 Progress Report Grades

"A" Grades	"B" Grades	"C" Grades	"D" Grades	"F" Grades
62%	20%	10%	4%	4%

LCFF Priority 5: Pupil Engagement

Graduation Rate

Graduation rate data for the Class of 2018 is not available through the California School Dashboard, as fewer than 11 students graduated. Sixty-three students (75%) graduated with the Class of 2019. One hundred twenty-four students (89%) graduated in 2020. Seventeen of the 123 Class of 2020 graduates were 11th-grade students and seven were fifth-year graduates.

	2017-2018	2018-2019	2019-2020

All Students	Not available	75%	89%
African American	No data	< 11 students	< 11 students
Asian	No data	< 11 students	< 11 students
English Learners	No data	< 11 students	< 11 students
Hispanic	< 11 students	27 students (42%)	24 students (20%)
Homeless	No data	< 11 students	< 11 students
Pacific Islander	No data	< 11 students	< 11 students
Socioeconomically Disadvantaged	< 11 students	44 students (69%)	39 students (32%)
Students with Disabilities	< 11 students	17 students (27%)	15 students (12%)
Two or More Races	< 11 students	< 11 students	< 11 students
White	< 11 students	27 students (42%)	83 students (67%)

Chronic Absenteeism

Dashboard data is not available for the 2019-2020 school year. Please refer to the Average Daily Rate of Attendance section for more information.

	2017-2018	2018-2019
All Students	**1.8%**	**1.5%**
African American	1.4%	1.5%

American Indian	< 11 students	No data
Asian	0%	0%
English Learners	0.7%	0%
Filipino	< 11 students	No data
Foster Youth	< 11 students	No data
Hispanic	2%	0%
Homeless	< 11 students	No data
Pacific Islander	< 11 students	No data
Socioeconomically Disadvantaged	1.7%	0.3%
Students with Disabilities	2.1%	0.8%
Two or More Races	1.6%	0.5%
White	2.4%	0.3%

Dropout Rate for Middle and High School Students

PCA staff members take great care to ensure accurate coding of student withdrawals. HSTs complete a Withdrawal Process Survey to document the type of withdrawal: Informal non-enrollment withdrawal, formal student/family choice withdrawal, administrative withdrawal, graduating senior, or students not returning for the following school year.

HSTs also complete the Confirmation of Enrollment form when a student leaves the school. This form lists the student's next school to ensure continued enrollment in a public or private school.

School	Middle School	Δ Middle	High School	Δ High School

Year	Cohort Dropout Rate (Gr. 7-8)	School Cohort Dropout Rate	Cohort Dropout Rate (Gr. 9-12)	Cohort Dropout Rate
2017-2018	0.2%	N/A	0.2%	N/A
2018-2019	0.7%	+0.5%	0.4%	+0.2%
2019-2020	0.2%	-0.5%	3.3%	+2.9%

Average Daily Rate of Attendance

PCA bases student attendance on work product, not seat-based time, and HSTs complete attendance claims following their review of each student's body of work during LP meetings. PCA operated a three-track calendar in 2017-2018 and a two-track calendar in 2018-2019. The school switched to a single track during the 2019-2020 school year.

The school's Average Daily Attendance for the previous three school years is as follows:

- **2017-2018:**
  - Track A: 100%
  - Track B: 98.9%
  - Track C: 99.21%
- **2018-2019:**
  - Track B: 99.91%
  - Track C: 99.77%
- **2019-2020:**
  - Track A: 99.78%

PCA uses the non-compliance process in the following situations:

- A student is not engaged in learning at least 85% of a learning period.
- A student is missing one or more work samples.
- A student is missing one or more attendance logs.
- A student/family has missed or has not scheduled one or more monthly Learning Period or other meetings.
- A student/family has not responded to their HST after three sets of attempts (by phone and email) over six school days.

The non-compliance process consists of two compliance letters and one administrative phone call. HSTs follow the timeline and procedures outlined in the PCA Non-Compliance Policy to

document the process and attempt to support students in getting on-track with their school work. The Administrative Withdrawal process may be used as part of the non-compliance process when staff members determine independent study is not the best fit for a student.

The following shows the number of administrative withdrawals for the last three school years:

- 2017-2018: 1
- 2018-2019: 11
- 2019-2020: 14

Other Local Survey Data

The PCA leadership team distributed end-of-the-year surveys for parents and HSTs in May 2020. The parent survey asked questions related to the virtual student workshops offered in Spring 2020 as a response to the COVID-19 pandemic, online parent workshops, weekly newsletters, general communication from the school's administration, support from HSTs, curriculum support, and specific resources related to high school. The survey also asked parents to provide suggestions for training or workshop topics and field trips.

Overall, families feel supported by the school, with 85% of families reporting that they are happy with the level of communication from the school's administration. Eighty-two percent of respondents feel listened to and supported by the administrative team. Ninety-six percent of families reported that they are happy with the level of support from their HST during Learning Period meetings, with 89% rating this support at "5" or "Our HST is so very helpful!" Fifty-seven percent of families feel that the "I Can" Statements helped direct instruction, and 49% are aware of live and recorded classes to support literacy, math, and writing education. Seventeen percent of respondents stated that they participated in the Spring 2020 virtual workshops. Of those, 79% rated the workshops at "4" or "5", with "5," meaning they love this option. Twenty-seven percent of families stated that they would like to participate in parent workshops, with an additional 55% who said they might attend. Parents responded by saying they would like workshop topics such as teaching tips, organizational tips, curriculum reviews, and math and writing instructional support.

The Spring 2020 teacher survey asked HSTs to rate the effectiveness of monthly small-group staff meetings, all-region staff meetings, the weekly staff newsletter, support from their Regional Coordinator, support from the school's Teacher Trainer, help from the High School Success Coordinator, and support from the school's Executive Director and Assistant Directors. HSTs suggested adjunct duties and listed any special skills that could be called upon to improve the school.

HSTs feel strong support from their Regional Coordinators and the school's leadership team members (Executive Director and Assistant Directors), and the High School Success Coordinator. The instructional staff members find the monthly meetings with their regional teams valuable, with 84% of HSTs giving this area a "4" or "5" (out of five) rating. HSTs reported that connecting with coworkers and sharing ideas are among the most useful aspects of these meetings. Teachers also enjoy "working meetings" that allow them to apply new learning with support from their peers and

Regional Coordinator. Teachers reported that they appreciate breakout sessions during large-group, all-staff meetings. They also like opportunities to hear from the administration and various departments during these meetings. HSTs would like to see coffee chats or informal discussions with the leadership team and high school staff (Guidance and HSSC). They would also like more straightforward enrichment ordering guidelines, support with ELPAC testing, additional communication and support from the SPED Department, and standards-based events and activities for students. HSTs would also like to hear more about the LCAP and Dashboard-related goals.

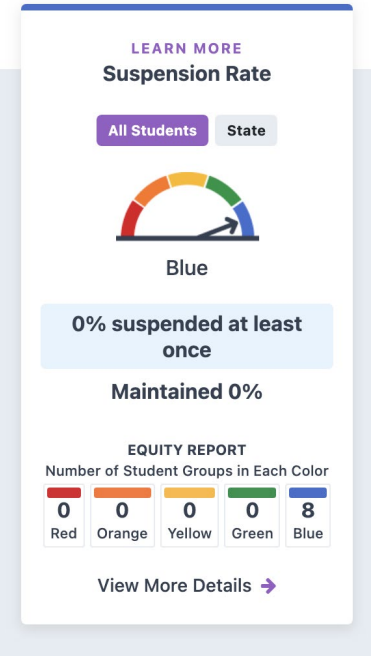
Additional results from these surveys are available at the following links:

- Spring 2020 Parent Survey Results
- Spring 2020 Teacher Survey Results

LCFF Priority 6: School Climate

Suspension Rate

The suspension rate for the 2018 and 2019 school years was 0%.



School Conditions and Climate Surveys

PCA distributes an LCAP survey each spring, and parents and students provide feedback on topics such as communication between the school and families, support from the HST, academics and college and career readiness, availability of and equal access to instructional materials, student safety and connectedness to the school, and support in attaining graduation goals. PCA does not participate in the CA Healthy Kids Survey at this time.

The 2019-2020 LCAP surveys are available at the following links:

- 2019-2020 Parent Survey
- 2019-2020 Student Survey

Please refer to the Perception Data section for the results of these surveys.

Expulsion Rate

According to the SARC report, PCA had no expulsions during the 2018-2019 school year. The Average Daily Rate of Attendance section provides information on administrative withdrawals.

Discipline Referrals

As an independent study/homeschool program, discipline referrals are rare. Student Support staff members compiled a Behavior Intervention document to assist HSTs as they work with parents to promote positive behavior supports and redirection.

Student Participation in Co- and Extra-Curricular Activities

PCA offers a wide range of co-curricular and extra-curricular activities to extend and enrich the students' homeschooling program. These events include field trips, park days, and themed workshops and activities. Vendor-led instruction, including in-person group classes, individual and group lessons, and tutoring in various subject areas, is available. The school tracks student participation in these activities through the Enrichment Ordering System.

The Academic Decathlon program is available to high school students. Students who participate in Academic Decathlon extend their learning and build twenty-first-century communication, collaboration, creativity, and critical thinking skills through research, written work, and exams centered around an annual theme. Academic Decathlon is offered as an A-G-approved elective course or as a club for all interested students in grades 9-12.

A National Honor Society chapter is available to eligible students in grades 10-12, and the school's National Junior Honor Society chapter is available to qualifying students in grades 6-9. Please refer to the Other Pupil Outcomes section below for more information on the National Honor Society.

LCFF Priority 7: Access to a Broad Course of Study

College and Career Readiness

All students at Pacific Coast Academy have access to a broad course of study, and the school has appropriate procedures in place to prepare all students for their post-secondary goals.

Data from the CA School Dashboard show that 14.3% of the class of 2019 and 25.6% of the class of 2020 graduated prepared for college or career.

Please refer to the College and Career Preparation and College and Career Indicator (CCI) sections of this chapter for more information.

UC A-G Requirements

Students have the option to complete the A-G coursework through one of the adopted curriculum options or through the use of the course outlines.

A variety of A-G-approved elective courses and non-A-G classes are available in addition to the core subject A-G courses. Students who qualify for the Certificate of Completion pathway take Life Skills classes.

Liz Palmiter, Director of High School, is responsible for maintaining A-G course approval with UCOP.

During the Fall 2020 semester, 648 students are enrolled in A-G classes. Of these, 25 are taking Honors courses, and 53 are middle school students taking A-G mathematics or world languages classes.

	Number of Students Enrolled in UCOP-Approved A-G Courses	Number of UCOP-Approved A-G Courses Attempted	Number of UCOP-Approved A-G Courses Completed with a Passing Grade
Fall 2018	235	800	710
Spring 2019	272	944	881
Fall 2019	663	2,484	2,340
Spring 2020	650	2,233	2,193
Fall 2020	648	2,301	2,118

LCFF Priority 8: Other Pupil Outcomes

School Budget

Please click here for the 2020-2021 fiscal year school budget.

School funding sources include the Local Control Funding Formula (~91%), other state funds (~7%), and federal funds (~1%). Approximately 8% of the LCFF funds are generated based on high needs students (foster youth, multilingual learners, and low-income students).

The total per-pupil expenditure rate is $8,983.00.

The school provides student planning amounts to each student. Students in grades TK-8 receive access to $2,300 in school planning funds, and high school students receive access to $2,700 in planning funds. Students and their parents may utilize these school funds to purchase curricular materials and supplemental resources and participate in school-sponsored field trips and in-person or virtual vendor-led instruction, including lessons, classes, and tutoring.

Other expenses include salaries and benefits, sub-agreement services (including Special Education), insurance, office facilities, and professional services (including taxes and management fees).

PCA held a budget overview session for parents during the November 2020 school board meeting. This session included time for parents to comment on the proposed budget before its approval at the December 2020 board meeting.

Other Pupil Outcomes

In the past, PCA used the CDE DataQuest website to monitor alumni enrollment in postsecondary education. The CDE site shows no data for PCA/Learning Latitudes Charter School. PCA will begin to use alumni surveys as follow-up studies of graduates during the 2020-2021 school year.

Various honors and awards are available to students. Students in middle and high school with qualifying grade point averages may join the school's National Junior Honor Society (grades 6-9) or National Honor Society (grades 10-12) chapters. Students may also qualify for the Golden State Merit Award or the State Seal of Biliteracy, and Guidance Counselors monitor students' eligibility for these awards. PCA added access to the President's Award for Educational Excellence and the President's Award for Educational Achievement for the 2020-2021 school year. Honor Roll, including Salutatorian or Valedictorian honors, is available to high school students who graduate with a GPA of at least 3.50.

Honor or Award	**Number of Student Recipients (Based on 2019-2020 graduates)**
Golden State Merit Award	28
State Seal of Biliteracy	2
Honor Roll	51

Perception Data

Staff members at PCA value input and feedback from all school stakeholders and the school employs various methods to collect feedback from key stakeholder groups. These methods include gathering feedback from students and parents during monthly Learning Period meetings, phone and email correspondence between families and staff members, and annual parent and student surveys.

Eight hundred fifty-five parents and 372 students completed the Spring 2020 LCAP surveys. Data from these surveys show that 95% of parents agree or strongly agree that the school provides families with adequate information and resources to support learning. Ninety-one percent of students agree or strongly agree that PCA provides a good education, and 90% of students agree or strongly agree that the school provides the necessary materials to meet their needs. Ninety-seven percent of parents and 91% of students feel (agree or strongly agree) the school works with them effectively to help students do their best in school. Ninety-four percent of parents and 75% of students agree or strongly agree that the school provides a standards-based approach to education to all students. Eighty-eight percent of parents and 80% of students agree or strongly agree that students feel safe and connected to the school.

Parents and students would like to see additional enrichment activities, such as field trips and events, especially for teens. Other options for hands-on learning activities is another desire of both parents and students. The PCA leadership team and instructional staff members will use the perception data to drive ongoing decision-making and schoolwide improvement.

Spring 2020 LCAP Survey Results:

- 2019-2020 Parent Survey Results
- 2019-2020 Student Survey Results

Summary of the Profile

Pacific Coast Academy provides a high-quality, independent learning environment for students in grades TK-12. Staff members pride themselves on extraordinary support for homeschooling and independent study students and their families. The school offers flexible but rigorous curriculum options, an extensive array of activities and services to enrich the school day, and intervention programs to ensure all students can reach their academic goals.

Through the careful review of schoolwide data required for the self-study report, staff members identified a need to provide robust academic support for students in the areas of written communication and mathematics. PCA's Schoolwide Learner Outcomes are readily available to school stakeholders; however, the school needs to increase awareness and buy-in of these goals, which play a crucial role in preparing students for college and career.

Critical questions raised as a result of this process are as follows:

- How can PCA staff members further improve student achievement, particularly in writing

and mathematics, while maintaining flexibility in the overall program?
    - HSTs utilize a variety of assessment tools and provide multi-tiered interventions for students. However, the school should analyze how well teachers are conducting early identification of students in need of intervention and develop a consistent way of providing ongoing progress monitoring to ensure interventions are working.
- How can PCA staff members effectively measure and document each student's progress towards mastery of the Schoolwide Learner Outcomes?

Chapter III: Self-Study Findings

For each category of criteria include:

1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**

Note: The five criteria categories are:

- **A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
- **B. Curriculum**
- **C. Instruction**
- **D. Assessment and Accountability**
- **E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• The school's mission is clear and written in accessible, parent-friendly language that focuses on 21st-century skills. PCA's mission statement is readily available to students, their families, and the public through the school website and the Parent-Student Handbook. • The mission statement supports students in becoming ready	• Mission Statement • School website • Parent-Student Handbook • Schoolwide Learner Outcomes

for college, career, and life in the 21st century by promoting critical thinking, responsible citizenship, and leadership skills, which are embedded throughout the curriculum and the Schoolwide Learner Outcomes. • HSTs hold students accountable through monthly meetings, collecting work samples, and expecting high-quality work. PCA expects students to be motivated and self-directed. • All stakeholders are involved in school decision-making, and PCA uses surveys to solicit feedback from parents, students, and HSTs. Please refer to Chapter II for more information on parent engagement. • The leadership team uses survey results to drive schoolwide improvements. The leadership team shares feedback about teacher effectiveness with HSTs. • HSTs completed an assignment to comment on PCA policies, share ideas for improvement, and give feedback to the school's leadership team. • PCA shares the defining statements and LCAP through the school website and the Parent-Student Handbook. • The LCAP includes a budget overview to help parents understand school funding sources and the use of school funds and resources. • HSTs explain the LCAP to parents and help make the information in the LCAP accessible to families. • The Governing Board uses the mission statement and student data to drive schoolwide decisions and policy-making. • PCA sends weekly parent and staff newsletters, which provide consistent messaging, encourage involvement, provide transparency, and share the school's "why." • School vendors (business community) provide enrichment and support to students. Students can partner with community members for internships and workplace skills, community service projects. • Students may concurrently enroll at local community colleges to help prepare them for post-high school academics. The high school team and Guidance Department help students meet their post-secondary goals, including assistance with career exploration and applying to colleges. • The community is involved in student events and field trips. Please refer to section E3 for more information about these events. • While the expectations are shared widely, HSTs could help students and parents better understand expectations and promote ongoing student achievement. This process may include strategies to encourage students and their parents to use the "I Can" Statements list and STAR 360 reports	• Learning Period meetings • Student work samples • Student demographic data • Student achievement data • Intervention website • Perception survey data • LCAP (19-20) and LCP (20-21) • Board meeting agendas and minutes • Newsletters • Vendor list • Student events and field trips • "I Can" Statements

strategically to plan learning activities based on identified student needs.	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• The structure and function of the Governing Board is transparent, and PCA shares this information with all stakeholders. • Parents and other stakeholders can access monthly board meeting agendas and minutes through the PCA website. • PCA invites all stakeholders to attend board meetings, and the times and dates are published beforehand (per the Brown Act). Additionally, the school sent parent feedback surveys over the summer (2020). The results of these surveys were used by the board to help in the decision-making process. • The school's leadership team shares board-approved policies and procedures with HSTs and parents via the school website and emails. • The LCAP is posted on the school's public website, allowing parents and other stakeholders to review resource allocations for the school year. • HSTs generally serve as the first point of contact for students and families, but the Universal Complaint Policy is in place to effectively handle complaints and problems as they arise. • Teachers and school leadership team members follow	• PCA Bylaws • Board meeting agendas and minutes • School website • LCAP (19-20) and LCP (20-21) • Universal Complaint Policy

clear communication protocols and provide efficient guidance on questions or issues. ● The school website houses contact information for various school departments. ● PCA staff members use principles from the book *The Ideal Team Player* to drive professional and respectful relationships and conversations between leadership, HSTs, and families.	

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
● PCA is committed to continuous improvement, and the school's leadership team and instructional staff members employ effective planning processes based on the review of student data. The school uses analysis of data to drive decision-making. ● Achievement data show student growth over the school year. Teachers share test scores and grades directly with parents, and HSTs collaborate with families to make any necessary adjustments to a student's instructional materials or strategies. See Section D2 for more information about assessment data and the use of	● WASC process ● CA School Dashboard ● Student achievement data ● Student demographic data ● Perception survey data ● LCAP Parent Survey ● LCAP Student Survey ● End-of-Year Parent Survey

such data. • PCA uses demographic data to determine student subgroups and ensure resources are available to meet their needs. • PCA collects perception data from parents and students through annual LCAP surveys and an end-of-the-year survey. Please refer to Chapter II for perception survey data. • HSTs completed an end-of-the-year teacher survey, where they provided feedback on various topics. PCA leadership team members effectively use the results of stakeholder surveys to make adjustments to the school program. • Staff members help develop and revise the LCAP by reviewing previous goals and providing suggestions to edit goals for clarity. • Staff members developed the Schoolwide Action Plan based on a review of schoolwide needs and a review of the LCAP goals. PCA staff members ensure the WASC action plan goals align with the goals outlined in the LCAP. • HSTs and Regional Coordinators provide input on breakout session ideas for professional development sessions. This input ensures that professional learning activities are relevant to teacher needs. • Each HST completes an adjunct duty each school year. These duties provide opportunities for shared planning, decision-making, and teamwork as the teachers support each other and the school as a whole. • HSTs collaboratively support schoolwide functions, and all HSTs participate in various activities throughout the school year, including student testing. • Staff members appropriately share accountability for ensuring that tasks are completed correctly and in a timely fashion. All HSTs complete a roster checklist, which is monitored by their Regional Coordinator. • Each HST has a partner teacher, and the two support each other with questions and best practices. • When questions come up, HSTs speak with their partner teacher, then work with their Regional Coordinator to resolve problems. • School Accountability Assistants check student work samples, attendance, and other school accountability pieces. • Regional Coordinators receive survey data following training or professional development sessions and follow-up on questions or additional support requests. • Slack channels allow teachers to ask questions and	• End-of-Year Teacher Survey • Schoolwide Action Plan • LCAP (19-20) and LCP (20-21) • Professional Development Plan • Staff meeting agendas

share responses among their regional teams or during staff meetings.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• All PCA staff members are adequately qualified for their roles. The school carefully reviews teacher credentials and transcripts as part of the onboarding process, and periodic monitoring of the credentials' validity occurs. Please refer to Chapter II for more information on teacher qualifications and preparation. • PCA provides adequate training time and resources to staff members to ensure a high-quality academic program for all students. • HSTs who are new to the school complete a new teacher training session and receive ongoing training and support throughout the school year. • All HSTs participate in regional small-group meetings monthly, as well as monthly schoolwide professional development meetings. • PCA partners with the Center for Teacher Innovation	• Teacher Certification Policy • Staff meeting agendas, presentation slide decks • Teacher Induction Policy • Professional Development Plan • Homeschool Teacher Handbook • EL instructional training sessions • Annual staff evaluation process ○ HST Evaluation

to offer new teachers an induction program to clear their credentials. • The Homeschool Teacher Handbook provides on-demand training PDF documents and videos so HSTs can review procedures at any time. • Staff members periodically complete book studies and write reflections to share their learning and insights from the readings. • HSTs who work with multilingual learners receive ELD-specific training throughout the school year. • All instructional staff members complete a self-reflective evaluation, followed by a review meeting with their Regional Coordinator each spring. As part of the evaluation process, staff members set a SMART goal and reflect on it throughout the school year. • The school effectively measures the impact of professional development activities through STAR 360 assessment reports, teacher observations during Learning Period meetings, the annual self-reflective review process, Training Tracker documents, and staff meeting exit tickets. Despite these procedures, the school does not have a formal tool to measure the impact of professional learning activities on students. • The Homeschool Teacher Handbook, Employee Handbook, and regular communication from the school's leadership team and Regional Coordinators ensure all HSTs receive adequate and consistent information relating to school news and updates, policies, and procedures. Accountability checklists and training trackers clearly outline job descriptions and requirements. Monthly team meetings and partner teachers allow for relationship-building between staff members.	Form • Assignment & Work Record reports • Student achievement data • Training Tracker • Employee Handbook

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• The school's LCAP goals determine funding allocations. PCA leadership team members collect LCAP survey data from parents and students and work with teachers to review the LCAP goals. The leadership team then collaborates with the school board to make decisions related to resource allocations that appropriately meet the staff and students' needs. • PCA staff members continually evaluate student data, including assessment data, to determine how to allocate resources to meet student groups' needs. • PCA has adequate processes for developing the annual budget, conducting sound accounting practices, and participating in a yearly audit. • Representatives from Charter Impact, school leadership team members, and the Governing Board collaborate to develop the annual budget. The school's annual budget is reviewed and approved by the board. • PCA held a budget overview session for parents during the November 2020 board meeting. Parents were invited to comment on the budget before its approval by the school board. • A third-party auditor conducts an annual audit to ensure the school is making sound financial decisions and that school compliance and accountability pieces are complete and correct. • As an independent study school, PCA does not maintain student use facilities other than a part-time Resource Center in Costa Mesa. Please see Section E2 for information about policies and procedures that are in place to ensure student safety. • PCA supplies each student with access to a school planning account. Please refer to Chapter II for specifics on planning amounts and the appropriate uses of school monies. • HSTs closely monitor all student orders to ensure purchases are comparable to what is offered in brick	• LCAP (19-20) and LCP (20-21) • Student achievement data • Student demographic data • PCA Budget • PCA School Board • Budget Overview for Parents (November 2020) • Instructional Funds Policy • Professional Development Plan • Compensation Policy • Salary schedule • Benefits package

and mortar schools. ● PCA allocates adequate resources for ongoing professional growth and training opportunities, and ongoing teacher training nurtures job-related skills. Please see Chapter II for more details about professional development activities. ● Teacher salaries and benefits are competitive and are commensurate with staff experience. ● The school provides laptops and printers to staff members to equip them with the tools necessary to perform their job duties.	

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

***A6. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
● The Governing Board carefully reviews financial reports during monthly meetings to ensure fiscal responsibility. The board also reviews and approves the annual budget.	● School Board page on the website ● LCAP (19-20) and LCP (20-21)

• The school effectively monitors enrollment and attendance reports for fiscal and long-range planning. • The school involves all stakeholders in the LCAP and resource allocation process. The LCAP ensures that resource allocations (fiscal, human, material) are related to the mission and Schoolwide Learner Outcomes by considering all student subgroups. • The board-approved Instructional Funds Policy provides transparent information on the use of school monies ("Planning Amounts") and the responsible use of these funds. • PCA's authorizing district (Dehesa School District) conducts an annual charter oversight process, including accountability and financial responsibility. • The board-approved Fiscal Policies and Procedures manual outlines the responsible use of public monies, school credit cards, employee reimbursements, internal fiscal controls, and external audits. • Board members compare the monthly financial reports to the annual budget. Stakeholders can view financial statements, the school budget, and board agendas and meeting packets on the website to ensure these records are transparent. • PCA compensates staff members fairly, and the salaries of teachers and the school's leadership team are competitive compared to those of similar schools. • The enrollment waitlist ensures adequate staffing. • The Human Resources Department monitors teacher credentials to ensure all instructional staff members have valid credentials, and that teachers are adequately qualified for their positions. The school provides this information to stakeholders through the SARC report. • While the majority of PCA's enrollment growth comes from word-of-mouth referrals, the school has effective marketing strategies in place. These strategies include tabling at events such as park days and homeschooling conferences, posts to social media pages, websites, informational sessions in-person or through Zoom, and marketing flyers. • Staff members monitor enrollment trends and CALPADS data. These team members assist the school with future planning and ensuring resources are in place to support school growth. • Current families complete "Intent to re-enroll" forms during the spring of each school year to document their desire to remain with the school for the following year. The school effectively uses CALPADS codes to document withdrawals. PCA uses the Confirmation of	• Perception survey data • Instructional Funds Policy • Fiscal Policies and Procedures Manual • Compensation Policy • Instructional Calendar • HST Salary schedule • Benefits package • Confirmation of Enrollment form • SARC • Education Protection Account Actual Report

Enrollment form to ensure that a student who has withdrawn from PCA has enrolled at another public or private school. • The School Accountability Report Card, LCAP, and Education Protection Account report are posted to the website to maintain adequate transparency and communication with school stakeholders. • The school sends the SARC report to the CDE to ensure adequate reporting to state agencies.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. PCA has open and transparent avenues of communication between school staff members, leadership, the Governing Board, and students and their families. There is a strong sense of community and helpfulness throughout the school, and HSTs build trusting relationships with their families. Staff members understand the expectations for teachers, and they help families understand student expectations.
2. All staff members are well-qualified for their positions, and the school provides ongoing training throughout the school year. Staff members support each other in various ways, including sharing learning and best practices during meetings.
3. The leadership team and teachers review schoolwide or individual student data when making decisions, which includes resource allocations and decisions related to instructional methods or philosophies and materials for students.
4. PCA effectively prepares students for their goals. The school offers a personalized learning model where HSTs hold families accountable to the grade-level standards while allowing them the freedom of choice within set guidelines. A variety of resources are available to support student learning.

Areas of Growth

1. Improved collaboration and communication between Special Education and General Education teachers would improve the student and family experience. During the 2020-2021 school year, SPED Case Managers join the monthly meetings with regional teacher teams to provide support. Case Managers also give HSTs updates on individual student's progress in their SAI classes. However, HSTs would find it helpful if the Case Managers could join them for at least one Learning Period meeting during the year to support both the HST and the family.
2. While teachers are well-qualified and the school offers various training opportunities, the school could find a way to measure the impact of professional development. Measurement tools could include a list of objective criteria or surveys for teachers to describe how they applied the new learning. As an independent study school, it would be helpful for teachers to have training sessions on technology platforms, for example, the GSuite Certification. The school could also build on staff qualifications and experience by matching areas of expertise to adjunct duty opportunities.
3. The school should provide consistent messaging regarding school expectations, including the Schoolwide Learner Outcomes. While the mission statement and SLOs are accessible, the school could build awareness of these statements for students and families and help them understand the many ways PCA incorporates these into instruction and the overall school culture.
4. While information about Governing Board meetings and board-approved policies is

available through the school website, the school could communicate upcoming meetings or policy additions and changes more effectively by including information in the weekly newsletters for HSTs and families.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• PCA effectively provides a rigorous, evidence-based curriculum. Students can choose from various curriculum options and experiential real-world learning to individualize their learning to fit personalized objectives and meet the content standards and SLOs. • HSTs effectively monitor student progress towards and mastery of the academic standards (Common Core and Next Generation Science Standards) by reviewing the completed body of work for each student during Learning Period (LP) meetings and documenting progress on the Assignment and Work Record reports (AWRs). • HSTs provide an overall progress score on each AWR to show the level of mastery on a three-point scale: Mastered, In Progress, and Not Mastered. • PCA has clearly-defined standards documents, coursework requirements, and graduation requirements that are readily available to students and parents. • All core subject high school courses are A-G-approved, and the school offers a variety of A-G elective courses.	• Curriculum options • "I Can" Statements • High school course outlines • Learning Period meetings • AWR Reports in School Pathways • Graduation requirements • A-G course list • Individualized Graduation Plan • Schoolwide Learner Outcomes • Online Subscription Package • AP course list • Electives list • Vendor list

Procedures are in place to ensure all students can meet or exceed graduation requirements. • PCA supports students in pursuing their post-secondary interests and passions and preparing for success as contributing members of the 21st-century world. • Single-subject teachers lead Edgenuity and Choice Plus Academy classes, and are available to help students during office hours. • PCA provides detailed course outlines written by the HQTs to ensure students can meet course content standards using flexible curriculum choices. • During the spring semester of their 8th-grade year, or upon enrollment, each high school student creates an Individualized Graduation Plan (IGP) with their HST. The HST, parent, and student review the student's IGP each semester and make any necessary adjustments. • PCA's Schoolwide Learner Outcomes incorporate academic concepts and 21st-century skills to provide a well-rounded educational program. Students work towards the SLOs across the curriculum at all grade levels. • PCA offers many opportunities for students to use technology to help students succeed academically and technologically. These opportunities include live online courses that allow for collaboration with peers and self-paced options that promote self-directed learning. Students complete their work using various computer-based tools and apps, including those available through the Online Subscription Package (OSP). • Many students use the OSP to supplement their core curriculum. These subscriptions also track data on how students are performing on assignments. Parents and HSTs can access that data to ensure students are making adequate progress on grade-level standards. Please refer to this document for data on the number of students using OSP programs during the 2019-2020 school year. • PCA provides a high degree of integration between the academic and vocational disciplines. • Students have the opportunity to choose from a wide variety of online resources, from supplemental programs to complete grade-level curricula. Options include Honors, AP, and A-G courses for high school students. PCA provides access to Career and Technical Education (CTE) through online programs. Additionally, students may receive credits for internships and work experience to support career readiness. Please refer to Chapter II for more	• Concurrent enrollment at community colleges • Naviance access

information on the options available in the general education program. • PCA offers a large variety of elective courses, including A-G-approved and vocational electives. These options empower students to pursue their passions, talents, and interests and develop their skill sets and knowledge to prepare for their future. • Guidance Counselors support students in course selection, college admissions, and mental health issues as needed. • HSTs attend regular in-person and virtual training sessions on high school course selection and college, career, and university paths. • PCA effectively offers many options for community involvement for students. These opportunities include vendor-led instruction, internships, and community service opportunities, which expose students to various experiences, inspiring curiosity and interests in all fields of study. • School-approved service vendors offer in-person and online classes, lessons, and tutoring to support academic growth, the pursuit of student interests, and college and career readiness. • Students have the option to concurrently enroll in local community college courses. Please refer to Chapter II for data on the number of students completing concurrent enrollment courses. • High school students can take a Community Service elective course. • PCA staff members plan college fairs and campus tours to expose students to various college options and provide an opportunity to meet with college counselors. • Naviance is available to all high school students. This program utilizes career-planning tools to help students match their strengths and interests with careers. Students can use Naviance as a stand-alone resource or take a series of 2.5-unit elective courses to delve further into the program. • PCA will distribute alumni surveys beginning in the 2020-2021 school year to monitor graduates' continuing education.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic,

personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
● PCA provides a full range of programs, allowing students and their parents to choose the curricular materials that support each child's strengths and needs. HSTs support students and their families in selecting the best curriculum options for them for each subject. ● The variety of curricular programs and the full range of options and support resources available to PCA students ensures that each student has access to the tools they need to meet their post-secondary goals. ● Students have adequate college or career preparation opportunities, including access to academic and vocational electives, concurrent enrollment, and career exploration. ● PCA provides students from all backgrounds and abilities with opportunities for real-world learning through projects, broad curriculum choices, enrichment classes, field trips, internships and work experiences, and other hands-on activities. Students have online coursework options that provide interactive and engaging platforms to explore content standards. ● PCA offers a wide variety of instructional support and intervention resources to ensure all students can access grade-level content standards. Please refer to Section E3 for detailed information regarding student support programs. ● PCA implements a Multi-Tiered System of Supports directed and monitored by the Student Support Team in conjunction with HSTs and Learning Coaches. The Student Support Team consists of 504 Coordinators; SST Coordinators; speech, math, reading, and writing	● Curriculum options ● "I Can" Statements ○ Spanish versions ● High School Course Catalog ● AP course list ● Electives list ● Concurrent enrollment ● Intervention website ● Outstanding Direct Instruction sessions ● Designated ELD instruction ● Assignment & Work Record reports ● Individualized Graduation Plan ● Support from High School Success Coordinator and Guidance Counselors ● Middle School A-G Information ● High School Orientation sessions (Spring 2020) ● High School Curriculum Roadshow (Spring 2020)

coordinators; an EL coordinator; and student support specialists. ● Students and parents have access to the intervention website, which houses various resources to encourage academic growth and success. To monitor the progress and effectiveness of interventions, HSTs work with parents to evaluate student work and assessment results. Please refer to Section D2 for information on data-driven adjustments to the curricular program. ● Outstanding Direct Instruction (ODI) courses are in-house online courses that target specific skills. ● Multilingual learners, as identified by the ELPAC assessment, use BrainPOP ELL and participate in small group virtual ELD courses that provide opportunities for interaction. ● Students, parents, and staff members collaborate to a high degree, and there is a high level of communication and support for students and their families. ● HSTs serve as the primary point of contact and communicate regularly with students and their families. HSTs monitor and verify comprehension and completion of the work, ensure that courses align with state standards, and monitor students' completion of their classes and progress towards graduation requirements. Please see Category D and Chapter II for more information about grading scales and report cards. ● HSTs document assigned student work each Learning Period on the Assignment and Work Record (AWR) and share resources with students to help meet Learning Period AWR goals. If a student needs extra support, HSTs guide the student to resources that will suit their specific needs. ● HSTs share curriculum options and strategies for learning on an ongoing basis with students and parents. Parents also share strategies and resources that have worked well for them as they help their students master the assigned topics. ● HSTs communicate with parents throughout the Learning Period to offer guidance in meeting the goals assigned in the AWR. ● HSTs meet with colleagues monthly to share new ideas and resources they can immediately share with students and parents. ● PCA facilitates students' transitions to secondary school and post-secondary options. IGPs assist with the transition from 8th-grade to high school and from high school to post-secondary goals by ensuring students are	● Summer 2020 Curriculum Showcase ● NCAA Guide for the College-Bound Student-Athlete ● Naviance access

on track to meet those goals. ● Middle school students have the option to take A-G math and foreign language classes for high school elective credit, allowing them to experience the rigor of high school coursework and to take advanced courses in these areas during their high school careers. ● Concurrent enrollment in community college courses provides students with access to advanced coursework and ease the transition to college or university. NCAA-approved courses are available for student-athletes. ● Vocational electives and CTE options support students who plan to enter the workforce or a vocational school after high school graduation. The Naviance program assists students in matching their interests to career fields. ● The Special Education Department provides transition support to students with special learning needs. This support includes transitions from middle to high school, transitions from high school to college or career, and an Adult Transition Program. ● PCA evaluates the effectiveness of these transition programs and resources by closely monitoring student achievement and progress. Staff members evaluate assessment and perception data and teacher observations of student successes and areas for growth.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. PCA allows families to choose from a plethora of options, facilitating individualized education paths utilizing curriculum materials that meet their needs, strengths, interests, and goals. PCA provides surveys/quizzes through the PCA Family Resource website so parents can explore their child's learning style. Assessments, such as the STAR 360, also drive curriculum choice to meet specific student needs. HSTs and Family Liaisons guide families through these decisions.
2. Teaching staff (HSTs, HQTs, Case Managers, Coordinators) provide a great deal of support to each student and their family. HSTs effectively communicate with families about student progress and achievements, as well as growth goals. Support takes the form of aligning student materials with the "I Can" Statements or high school course outlines to ensure each student meets the content standards and/or A-G requirements. Students can also attend daily office hours with HQTs. HSTs also support families in documenting student progress and setting goals using the Assignment and Work Record tool.
3. The Enrichment Department, Curriculum Department, Family Liaisons, various instructional leaders, and School Accountability Assistants support the HSTs, equipping HSTs with tools and resources to use in their work with students.
4. A variety of intervention and support programs and resources are available to ensure all students can succeed as they work towards mastery of the grade-level content standards. These programs include support from the HST, online Outstanding Direct Instruction classes, a multi-tiered support system, and a parent-friendly intervention website.
5. High school students have choices that enable them to meet their post-secondary goals. All core subject high school courses are A-G-approved. The school offers NCAA-approved courses, Honors and AP level classes, concurrent enrollment, and various activities to support students in meeting college readiness goals. CTE classes are available through vendors. The school offers a range of vocational and career-preparatory electives for those students who wish to enter the workforce or a vocational program following graduation.

Areas of Growth

1. The school should continue to offer training opportunities to build parent awareness of TK-8 curricula. The high school program provides various curriculum awareness and training sessions for HSTs and parents/Learning Coaches.
2. PCA could provide test accounts or training videos for parents to try an online curriculum program to ensure it is a good fit before they commit to using school Planning Amounts to purchase the program.
3. While the Lending Library is available, HSTs would appreciate electronic copies of scope and sequence documents to help identify missing standards and create pacing

guides for students, particularly TK-8. The school should offer a TK-8 curriculum comparison resource for families to help make curriculum selections to meet student needs and connect the material to the content standards.

4. PCA should provide HST teacher account access to intervention curriculum options such as Reading Eggs and Math Seeds. Currently, the school offers these curricula as resources for Reading and Math intervention and as an ELL intervention curriculum; however, HSTs do not have access to the teacher accounts to monitor student progress.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• Students are involved in challenging and relevant work to a high degree, as evidenced by observations and examination of student work. Students, Parent(s), and HSTs meet at least once every 20 school days for a Learning Period meeting. • HSTs complete an Assignment and Work Record (AWR) report, in which they assign the standards and/or content to be covered during the following Learning Period (LP). At the end of each LP, the HST reviews the AWR and evaluates the completed student work, giving the student an overall evaluation grade for each subject. • HSTs may ask parents to send photos, videos, and work samples to showcase learning between LP meetings. • Parents and students can easily access the "I Can" Statements through the PCA Family Resource website and the Parent Portal. HSTs provide each TK-8 student with a copy of the "I Can" Statements at the beginning of each school year. • Parents and HSTs use the "I Can" statements to monitor student work carefully, assess mastery, inform the next steps, and create individualized instructional plans/AWRs. Using the "I Can" Statements or course outlines to monitor grade-level standards is highly effective in tracking student progress over time and demonstrating growth. • High school students can either take A-G courses through adopted curriculum programs or follow course outlines. HSTs monitor student work to ensure each student has met all course requirements.	• Learning Period meetings • Assignment and Work Record Reports (AWRs) • TK-8 "I Can" Statements • PCA Family Resource website • High School Course Catalog • High school course outlines • Community Connections, Virtual Workshops, Discovery Days events • Field trips • Vendor list • Schoolwide Learner Outcomes • Parent-Student Handbook • Graduation requirements • PCA website • Individualized Graduation Plan • Concurrent enrollment information • POP Folder Resources

• PCA offers educational field trips throughout the school year as an extension of homeschool instruction. HSTs connect these enriching experiences to the real-world application of grade-level standards and monthly AWR assignments. Field trips align to learning expectations, and HSTs tie in learning objectives and activities when planning field trips (this link shows an example). However, field trips are usually not grade-specific. In the future, HSTs may consider publishing the specific content standards covered during each field trip. • PCA suspended field trips and in-person events due to the COVID-19 pandemic. HSTs lead virtual workshops and activities, including High School Hangout events, in place of in-person student events. • HSTs informally evaluate student learning and participation in field trips through thoughtful discussion and observation, hands-on demonstration, problem-solving, journaling and reflection, and written responses. Though not required, parents are encouraged to submit work samples from field trips to demonstrate what was learned, how it was learned, and how it was assessed. • Students adequately understand each subject's standards and expected performance levels. HSTs share these expectations through the use of Assignment and Work Record reports and regular progress monitoring activities. • The Parent-Student Handbook clearly outlines requirements and expectations, and parents and students sign a form stating that they have read and understood the information therein. • Graduation requirements are available through the Parent-Student Handbook, Parent Portal, and the school website. HSTs review each student's Individual Graduation Plan (IGP) at least once per semester with the student and parent(s). The Guidance Counselors and HSSC also review IGPs each semester. • All students have the opportunity to concurrently enroll in courses at local community colleges, which allow them to pursue higher-level coursework and to learn college-preparatory study skills. • Family Liaisons, Guidance Counselors, and the HSSC offer monthly events and recurring information sessions to prepare parents and students to transition to high school. • HSTs and HQTs update parents and students on pertinent high school information, deadlines, and	

requirements through weekly email updates. ● The level of understanding of schoolwide expectations varies among students and their families. Some families understand the expectations very well, while others need a little more support in this area. The academic expectations are universal (standards-based). HSTs could improve how they communicate these expectations to increase consistency and ensure understanding from all students and their parents. For example, ● HSTs could help parents use rubrics to evaluate students and help them understand academic expectations. ● The Master Agreement clearly outlines expectations, but teachers should summarize the information for families to ensure they understand everything covered within this document. ● PCA could provide an Onboarding 101 or Homeschooling 101 class to teach success strategies to parents and ensure consistent communication of expectations to all parents.	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
● HSTs effectively facilitate learning as coaches through the extensive support they provide to homeschooling families. Please see above for information about LP	● Learning Period meetings ● Intervention website

meetings. • Resources available for students include Outstanding Direct Instruction (ODI), the Intervention Video Library, and instructional reports based on STAR 360 results. Please refer to the intervention website, Chapter II, and Section E3 for detailed information on specific supports for students. • Teachers engage in professional development to remain current in instructional content and methods, mainly as they apply to independent study and homeschooling. Please see Chapter II for more information about professional development activities. • The Choice Plus Academy (CPA) program is available for high school students. CPA provides synchronous online instruction taught by PCA teachers (HQTs) who hold single-subject credentials. CPA classes engage students in 21st-century instructional activities, including online forum communication with their peers and the use of advanced technological tools to prepare them for college and career. • PCA students demonstrate creative and critical thinking using a carefully curated selection of online curriculum and instructional settings. • Students meet the content standards and showcase their learning in various ways, including pictures, workbook pages, videos, experiments, and projects. LP meetings also allow students to develop oral communication skills as they discuss books, projects, and field trips. • The Online Subscription Package (OSP) offers a variety of online learning tools that provide opportunities for creative and critical thinking and the development of communication skills. Please refer to the OSP Handbook and Section B1 for more information about the OSP. • The A-G-aligned high school course outlines enable students to meet the learning objectives through various personalized assignments and projects using a plethora of online or print materials. • Field trips and other student events provide hands-on learning, team building, and opportunities to apply real-world skills. Educational field trips and events occur throughout the school year, whether in-person or virtual and include thematic, hands-on activities in multi-age groups. • PCA provides many opportunities for all students to demonstrate their knowledge and a greater depth of understanding in various platforms. Students illustrate the extent of their knowledge as they discuss what they	• Professional Development Plan • Staff meeting agendas • High School Course Catalog • Student work samples • Online Subscription Package • OSP Handbook • High school course outlines • Assignment and Work Record (AWR) reports • Academic Decathlon/Academic Pentathlon • National Honor Society • Schoolwide Learner Outcomes • Electives list • Naviance access • Career and Technical Education options (CTE) • Vendor list

have learned and provide examples of their projects and completed work during LP meetings. • Assessments, such as the STAR 360, reviews of student work, and Assignment and Work Record (AWR) reports, showcase the application of student learning. Please refer to Chapter II for more information about the assessments utilized at PCA. • High school students can take community college, AP, or Honors classes to acquire and demonstrate higher-order thinking and problem-solving skills. • Middle and high school students can compete against their peers and show their expertise in all academic areas through the Academic Decathlon (high school) and Academic Pentathlon (middle school) programs. • Qualifying students can join the National Junior Honor Society or National Honor Society chapter. • PCA students can participate in annual Spelling Bee, Entrepreneur Fair, and Math and Science Day activities to showcase their skills and talents. HSTs are always looking to provide unique academic experiences for students. • All PCA students have access to career preparation activities, and engagement in these activities is encouraged through the embedded SLOs, content standards, elective course offerings, and student activities. • Students have access to Naviance, which helps students plan for college and their careers. • Students can take CTE classes through PCA or vendors. Please see Chapter II for additional information about career preparation, including CTE options. • PCA offers service-learning projects to prepare students for their future careers. • The Special Education Department provides transition services and an Adult Transition Program. Please refer to Chapter II for more information about services and support for students with special needs. • PCA provides Life Skills courses for qualifying students with special learning needs.	

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Individualized Student Learning Plans allow for ongoing personalization of curricular materials and instructional methods. Teachers meet students where they are and build a plan to promote student progress and achievement.
2. HSTs review each student's work during Learning Period meetings and complete an Assignment and Work Record (AWR) to document new learning. AWRs are based on the grade-level content standards and are used to plan assignments for the following LP, which provides consistency for all students. Work samples also serve as evidence of learning. AWRs serve as an evaluation tool as HSTs provide an overall diagnosis of the student's mastery of the standards each period.
3. There are many options for curriculum, instructional methods, and experiential learning opportunities or field studies. Parents and HSTs collaborate to decide on the best instructional program for each child. All of the curriculum options allow students to follow their learning styles or differentiate instruction and create a multi-age "classroom" within their home while also allowing them to pursue their interests and talents.
4. PCA encourages parent and student involvement, allowing for relationship-building. The HSTs learn the families and their culture, which helps when recommending curriculum, instructional strategies, support/intervention programs, and enrichment activities.
5. The program allows for a high degree of autonomy in high school, including concurrent enrollment, flexibility in A-G courses through course outlines, curriculum options, instructional platforms (teacher-led or independent, online or print-based), and enrichment including college and career readiness workshops. The school also offers various elective options, including A-G electives and vocational options for college and career readiness.

Areas of Growth

1. PCA could provide more consistent messaging to ensure all students and their families fully understand the schoolwide expectations. Messaging could include communication about the high school course descriptions, shared rubrics and exemplars, explaining the Master Agreement in detail, and hosting an Onboarding 101 or Homeschooling 101 class for parents. It would be helpful to house all of these expectations in one place, such as the PCA website.
2. PCA could create an environment that encourages families to share a monthly portfolio of work with other PCA families. This portfolio would demonstrate a variety of learning activities for all core subjects. Families could share projects online or during in-person student showcase events, including virtual sessions for student cohorts based on grade span. Students may be more motivated if they know their work will be published and shared with others. These shared portfolios build community and could also provide

inspiration and resources for other families.

3. PCA could survey parents and students to determine interest areas for additional CTE pathways or vocational electives. Survey questions could include asking middle and high school students who are currently taking CTE or vocational classes about the current platforms' strengths and growth areas.
4. Professional development is needed to help HSTs feel comfortable with the Assignment and Work Record (AWR) process for high school courses. The school could develop a library of assignments or the CA-adopted standards related to each elective course to assist in the AWR writing process. Consistency is needed for the TK-8 and high school AWRs so that HSTs choose standards for each grade level within School Pathways.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• PCA teachers use effective assessment methods to measure student achievement, needs, and growth. Throughout the school year, assessments utilized include STAR 360, CAASPP and CAST, ELPAC, various informal assessments, curriculum-embedded assessments and assignments, and student work samples and reviews of student work. • HSTs use various methods to share assessment results and student progress. Scores and report cards are sent directly to families and shared through the School Pathways Parent Portal. HSTs discuss Assignment and Work Records (AWRs) during Learning Period (LP) meetings, and parents receive copies of the reports through the Parent Portal or email. • The leadership team shares schoolwide data with the Governing Board during monthly board meetings. The leadership team reports achievement data to the charter	• Parent Testing Resources website • Multiple measures of student achievement • Report cards • Assignment and Work Record (AWR) reports • School Pathways Parent Portal • Governing Board • California School Dashboard • Professional Development Plan • Staff meeting agendas • Schoolwide Learner Outcomes

authorizer and the public through the CA School Dashboard. • The leadership team analyzes and shares schoolwide achievement data and the Dashboard with instructional staff members during professional development meetings. • PCA shares transcripts when a student transfers to another school or applies to colleges/for scholarships. PCA collects community college transcripts for those students who are concurrently enrolled. • Teachers analyze formal and informal assessment results to support student progress and set student goals. • PCA has consistent grading criteria for report cards and assignments. Information on grading scales for TK-8 and high school students is available in Chapter II. Grades are determined based on the quality and quantity of student work, as reviewed during LP meetings. (Please refer to Section B1 for information about LP meetings.) The Report Card Grade Table provides clear guidance on the use of quantity and quality of work to determine the final grade for high school students. • PCA provides clear Schoolwide Learner Outcomes (SLOs). HSTs monitor growth toward the SLO goals in regular learning period meetings, through work samples, and assessment data. Please refer to Chapter II for more details about the SLOs. • HSTs use STAR 360 assessment data to evaluate student progress from the beginning of the school year to the end, with a mid-year progress check in the winter. HSTs and parents use this information to determine areas of strengths and weaknesses to guide grade-level and content-area instruction. • HSTs and parents use the student score reports from the STAR 360 and SBAC tests to guide curriculum choices and, when necessary, to provide intervention. Please see Section D2 for more information on the use of assessments to drive instruction and intervention. • HSTs administer various informal assessments to monitor student growth, follow-up on STAR 360 results, obtain additional student data, and suggest any necessary changes or support resources. • LP meetings serve as effective tools for ongoing progress monitoring. • Guidance Counselors, the High School Success Coordinator (HSSC), and HSTs work together to closely monitor each student's progress towards	• Student achievement data • Graduation requirements • "I Can" Statements • High school course outlines • Individualized Graduation Plan • Student demographic data • Perception survey data

graduation and their post-secondary goals. High school support team members gather and monitor data related to A-G course rates, assessment scores, CTE course completion, AP courses and exams, and concurrent enrollment to assess the students' progress towards meeting the college and career readiness indicators.

- PCA staff members regularly assess the school's programs and expectations to ensure the school meets student needs.
- The high school team meets weekly to discuss graduation requirements, credits, course completion and homework, and grading policies. All policies are studied carefully and modified as necessary to meet student needs.
- PCA staff members review grading policies regularly to ensure they meet state requirements and the needs of the school's independent study population. Grading policies are clear, and they encourage HSTs to consider multiple measures of achievement when determining course grades. Please refer to Chapter II for more information on grading scales and grading policies.
- Graduation requirements are reviewed and revised as needed to maintain compliance with state laws and ensure they meet the student population's needs. PCA offers an A-G pathway for students planning to attend a four-year college, a high school graduation pathway for students planning to attend a community college or other path, and a Certificate of Completion for qualifying students with special learning needs. See Chapter II for more information about support for students with special learning needs.
- HSTs work with all students and their parents to ensure adequate, appropriate, standards-based learning is taking place. Please see Section B1 for more information about Learning Period meetings and the use of AWR reports to document student progress.
- HSTs, Highly Qualified Teachers, and Guidance Counselors conduct regular and ongoing progress monitoring for high school students. Students receive progress reports and report cards to monitor and document mastery of the content and course credits. HSTs monitor progress and verify grades.
- PCA focuses on data-driven decision-making and instruction. Staff members periodically assess adopted curriculum materials to ensure alignment with content standards and A-G requirements. The "I Can" Statements for TK-8 were recently revised to better align these documents with Common Core State

Standards and Next Generation Science Standards. The school works with UCOP to conduct annual reviews of A-G and AP courses. • HSTs, students, and parents meet each semester to review and revise each high school student's Individualized Graduation Plan (IGP). • The school leadership team reviews student demographics, achievement data, and stakeholder perception data to drive resource allocations throughout the annual LCAP process and modify the schoolwide program. The leadership team carefully considers the student population's needs to ensure human, fiscal, and material resources are available to support ongoing student improvement and achievement. Please refer to Chapter II for more information about the school's LCAP goals. • PCA's leadership team uses reviews of student data and teacher surveys to plan professional development activities. Please see Chapter II and Section A4 for more information about PD activities.	

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• HSTs effectively analyze a combination of formative and summative assessments and utilize the results of these assessments to monitor student progress, provide feedback, guide instruction, and adjust curricular and supplemental materials and instructional strategies. • HSTs share various STAR 360 reports with families after the assessment is complete. If a student scores	• Learning Period meetings • Achievement data • Student work samples • STAR 360 Reading: Report Interpretation and Plan of Action

below grade-level, the HST will conduct additional progress monitoring through informal assessments during LP meetings. • HSTs recommend Tier 1 or 2 intervention programs for students based on STAR 360 scores and HST observations. HSTs collaborate with parents and students to use the STAR growth report to set goals and guide curricular choices for the following school year. • PCA offers a wide variety of interventions, resources, and support programs for all students based on achievement data and identified student needs. Please refer to Chapter II and Section E3 for more information about support programs and resources for various student subgroups. • Based on the results of various assessments, HSTs offer numerous supports to students who need additional resources. These support programs include SST meetings, SPED testing and diagnoses, and intervention programs. HSTs may also informally assess or reteach information at meetings with their students. In between meetings, teachers conduct regular check-ins with students and parents to discuss student strengths, progress, and growth areas. • Student support specialists and the SPED department are available to support HSTs and parents with interventions, SSTs, and accommodations as needed based on assessment results and observations of student work. The intervention team sends weekly usage reports to HSTs to track student progress in and usage of these programs. • Support resources are in place for students working at or above grade level who need an additional challenge. HSTs support families in selecting curriculum materials, vendor classes, and supplemental activities that provide higher rigor and opportunities to expand critical thinking, problem-solving, and communication skills. • As explained in Category B, the wide variety of elective course options allows students to pursue interests and extend their learning. • Honors and AP courses are available for high school students, as is concurrent enrollment in community college courses. Middle school students may extend their instructional program through high school-level A-G mathematics and foreign language courses. • HSTs provide high levels of feedback to students. This feedback supports students and parents in	• STAR 360 Math: Report Interpretation and Plan of Action • STAR 360: Using ZPD to Help with Student Book Selection • Parent Testing Resources website • Testing Tips Newsletters • Intervention website • Individualized Graduation Plan

understanding performance levels and making adjustments to ensure the curricular and instructional program is adequate to meet each student's needs. • HSTs regularly discuss college or career plans and appropriate course placement with high school students. • HSTs use the IGP documents to ensure each student is on track to meet their graduation goals and pursue their post-graduation plans. • HQTs provide feedback and ensure those high school students who take HQT-led courses meet all standards and A-G requirements. Please refer to Category B for information about support from HQTs. • HSTs consistently monitor students' progress in online classes and provide timely and appropriate feedback.	

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. PCA HSTs utilize various formative and summative assessments that allow students to showcase their learning and form a big picture of student achievement. These assessments include monitoring progress towards the standards during Learning Period meetings, projects, essays, lab write-ups, and course-embedded assessments completed by those students following adopted curriculum programs. HSTs have access to the adopted programs, allowing for consistent progress monitoring and follow-up.
2. HSTs effectively respond to the results of the various assessments and use these results to guide instruction and provide support for students. Various support offerings are available to Learning Coaches/parents, including intervention resources for those students who need academic help, and HSTs support families in implementing these resources.
3. The school is working to improve test participation rates on both the STAR 360 and CAASPP tests. Strategies include increasing awareness of assessments, helping students prepare through test prep events, and offering multiple testing dates and locations. HSTs also provide one-on-one test sessions and extra testing days to allow for smaller group settings and increased student comfort during testing. HSTs also make these assessments meaningful by sharing results and helping parents use them as an instructional guide.
4. Training on interpreting STAR 360 results and intervention programs has improved. PCA has effectively created websites, support documents, and videos to equip HSTs and Learning Coaches with tools for success in using and interpreting assessments. These include the testing website for parents, video libraries for parents, and enhancements to the Homeschool Teacher Handbook that break the tests into different categories. A PCA Senior Director and the Director of Testing assist HSTs with testing-related tasks and roles.

Areas of Growth

1. HSTs should further assist parents in interpreting the STAR 360 reports, which will support the use of assessment results to drive instruction while also increasing buy-in and test participation. Assistance for parents could include parent education sessions on understanding and interpreting assessment reports to guide data-driven instruction and student improvement.
2. HSTs will build awareness of the coding of standards to show the vertical alignment of concepts. This will help parents see the big picture and understand how the content standards build on each other and grow through subsequent grade levels, including looking at the anchor standards, math practices, NGSS science and engineering practices, and multi-grade social studies concepts.
3. PCA will provide various activities and resources to assist parents, students, and HSTs with curriculum selections and the use of the Assignment and Work Record (AWR)

reports to document assignments and student progress. Doing so will help ensure the use of standards-based materials and meaningful use of the AWRs for ongoing progress monitoring. Resources will include workshops, professional development activities, and graphic organizers.

4. The STAR 360 benchmarks were updated to align more accurately with CAASPP scores. This alignment allows HSTs to identify student needs and implement support programs, thereby increasing achievement on the Dashboard. The school could increase the Dashboard achievement scores by further increasing test participation, closely monitoring high school students' IGPs, and providing resources and interventions to support achievement in all areas (especially math).

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• It is PCA's very nature to effectively involve parents in the learning and teaching process for students. • Teachers hold Learning Period (LP) meetings with families to set learning goals for the following month using the Assignment and Work Record report. • HSTs support families in analyzing and utilizing assessment score reports. HSTs provide resources to encourage ongoing student achievement. Please see Category D and Chapter II for information about STAR 360 and Section E3 for information about intervention and support programs. • PCA provides families with various testing resources, including the Testing Resources website and test prep events. • Parents can easily access the TK-8 "I Can" Statements to plan instruction and monitor progress consistently throughout the year. HSTs and families review these lists during each LP meeting. Families receive high school course outlines to support them with course pacing and meeting requirements. • HQTs send weekly email updates to all online course students and their parents. These weekly emails provide important course updates, deadlines, and student progress. • Guidance Counselors support high school students and their parents, including support with Individualized Graduation Plans (IGP), registering for community college courses, and connecting students with college and career preparation tools. • PCA offers high school information sessions and a High School Expo to orient students and families to high school requirements, college admission, financial	• Learning Period meetings • POP Folder Resources • Assignment and Work Record (AWR) reports • Parent Testing Resources website • TK-8 "I Can" Statements ○ Spanish versions • High school course outlines • PCA Family Resource Site • Support from Guidance Counselors • High School Expo • Field trips, Discovery Days events • Flyers for events, spreadsheet of RSVPs • Weekly parent newsletters • School website • COVID-19 update letters • PCA social media platforms • Family Liaisons • DELAC Bylaws • School Pathways Parent

aid, and high school curriculum choices. The High School Expo event includes a former student panel. • Parents are engaged in SST, IEP, and other student support meetings. Case Managers include parents in email communication to share their evidence of progress monitoring. • PCA offers field trips and events to connect students and their families with peers and the general community. Please see Section E3 for more information about these opportunities. • HSTs distribute a weekly newsletter to all families on their roster. This newsletter, along with emails, texts, and phone calls, provides prompt communication to families and other staff members. • The PCA website is updated regularly and provides information for staff, parents, students, and the greater community. The PCA Family Resource Site provides parents access to FAQs, local calendars and events, curriculum options, and other helpful information. • The school's leadership team sent timely and informative updates regarding the school's response to the COVID-19 pandemic to stakeholders. The letters were available in English and Spanish to reach a broader range of stakeholders. School staff members offered virtual office hours and events to support students and their families during the pandemic. • The school's Facebook page provides resources and a collaborative place to share ideas or seek recommendations. Staff members moderate the social media pages and approve requests to join and members' posts. • The school has ELAC and DELAC committees, which meet quarterly. PCA offered an EL Parent Support session in October 2020. This session featured curriculum support, tips for scheduling homeschooling days, and the use of the Parent Portal. • Parents have access to the Parent Portal in School Pathways, where they can view their child's grades, high school transcripts, test scores (STAR 360 and CAASPP), goals, AWRs, as well as contact information for associated staff, case managers, and counselors. • Family Liaisons work directly with families to develop relationships. They connect families with homeschool community resources and events that fit their unique backgrounds and learning needs. • PCA provides parent webinar opportunities on various topics, including specific teaching approaches, writing	Portal • Mobile Lending Library • Perception data • LCAP Parent Survey • LCAP Student Survey • PCA School Board • Living Books and the Art of Narration parent workshop flyer (Resource Center) • Resource Center Living History Event parent letter • The Classical Approach to Teaching Writing parent workshop flyer (Resource Center)

strategies, student learning styles, and many other topics that support homeschooling parents. • PCA also allocates some Planning Amounts for professional development for parents. These activities include homeschool conferences and Heart of Homeschooling courses. • HSTs and Family Liaisons organize vendor fairs all over the county to provide parents opportunities to meet with various vendor options for enrichment. A vendor survey is available so parents can request additional service vendors in their geographic area. • PCA's Mobile Lending Library travels throughout the region served by the school, allowing easy access for families to pick up and return school-owned educational resources. • The PCA IT Department provides support as needed for school-owned technology to individualize student learning. • Students and parents complete LCAP surveys to provide feedback on their experiences and access to resources. Please see Chapter II for more information about the LCAP surveys. • PCA invites parents to participate in school decision-making by serving on the PCA school board. Governing board agendas, meeting minutes, board packets, and board-approved policies are posted to the PCA website to keep all stakeholders informed. Please refer to Section A2 for more information on school governance. • Parents regularly volunteer at the PCA Resource Center. There are opportunities for parent engagement during Resource Center events, co-op classes, field trips, parent workshops, and a panel during which experienced families share best practices and support new-to-homeschooling families.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and

high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
• PCA is a safe place for students to learn. The school has adequate safety procedures and processes in place to ensure a high degree of student safety. • All instructional staff members complete an annual Training Tracker that includes training sessions related to student safety and inclusion. • PCA has protocols in place regarding who attends monthly Learning Period meetings (HST, student, parent). All instructional staff members are mandated reporters, and they complete annual training on reporting. • The Student Dashboard in School Pathways provides notifications for teachers about special student considerations. • Various procedures are in place to protect student privacy. Staff members abide by the FERPA policy and use only the student's first initial and last name when communicating by email. Additionally, staff members use the BCC field when emailing groups of families. • Parents complete a testing attendance waiver form and a transportation form to ensure students are safe and accounted for during CAASPP tests. Testing sites have evacuation maps and first aid kits. • PCA effectively vets vendors who will be in contact with students by requiring LiveScan and proof of insurance. PCA staff also conducts vendor visits to ensure they are adhering to PCA standards. • PCA teachers lead in-person field trips and events and ensure student safety by checking in attendees, providing sign-in sheets and field trip waivers, and requiring parent supervision. First aid kits are available at all school events. • PCA staff members post allergy awareness notices on all event flyers to limit food-related reactions. • PCA has a Parent-Student Technology Use Policy, and students and parents sign a technology acceptance agreement form before using school-owned technology items.	• Training Tracker • School Pathways • Comprehensive School Safety Plan • Suicide Prevention Policy • Educational Records and Student Information Policy • Title IX Policy • Administration of Medications Policy • FERPA Directory Policy • Vendor Guidelines • Parent-Student Technology Acceptable Use Policy & Agreement • Universal Complaint Procedures • Resource Center Safety Plan • Resource Center COVID-19 Reopening Plan • Growth Mindset website • Professional Development Plan • Staff meeting agendas • CHYA Parent Notification ○ Spanish version

• The school has a Board-approved Universal Complaint Policy that outlines the conflict resolution process. All board-approved policies are available through the school website. • The Resource Center has a site safety plan which was reviewed by the school board. The safety plan and procedures include monthly fire drills, as well as twice-yearly earthquake and lockdown drills. Families complete an Emergency Form for each child who attends the Resource Center program, and drop-off and pick-up procedures are in place to protect students. • The Resource Center staff developed a COVID-19 reopening plan in conjunction with a nurse. The school board reviewed this plan. • HSTs show a high degree of caring and concern for their students, and they honor each child's individuality and uniqueness while setting high expectations for students. • HSTs build strong relationships with each student and their family. They provide "Nordstrom-like" customer service through personal connections, frequent communication and check-ins, and ongoing progress monitoring. • PCA greatly supports students' social-emotional well-being through various opportunities to interact with peers, and the Growth Mindset website. • HSTs provide one-on-one testing in a quiet public place on school computers to support students with testing anxiety. • HSTs look for solutions and do their best to prevent problems. The HST collaborates closely with the student and their family to build a personalized learning plan that will support each student's needs. • Resource Center teachers share their class expectations with students at the beginning of each school year. Participation in the Resource Center program is voluntary, and staff members report that students follow the site expectations and show respect towards staff members and their peers. • Resource Center teachers implement accommodations and strategies to support students with IEPs. • There is an atmosphere of trust, respect, and professionalism in all aspects of the PCA program. The school's personalized nature allows each student to complete their schoolwork in the optimal environment for that child. • Staff members work as a team to provide a high degree of support for all students. There is a high level of	

collaboration between staff from all departments and all levels. • HSTs work together in small regional teams to discuss curriculum options to share with families or find the best fit for each student. HSTs participate in curriculum exchanges where they share curriculum tips and ideas. • Professional development at PCA is relevant to the needs of the HSTs and their students. Teachers have opportunities to attend conferences to build on the available tools to support students. • Regional Coordinators troubleshoot non-compliance concerns, and they work with the HST and family to get the student back on track with their schoolwork. • The school's High School Liaison and High School Success Coordinator support HSTs in their work with high school students. • PCA is compliant with the California Healthy Youth Act. • PCA employs special considerations for foster youth and students living in transitional housing. Please see Chapter II for information on support programs for these student groups.	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence

• PCA utilizes effective strategies and methodologies to promote ongoing student improvement and success. • The school's nature allows each student to utilize an individualized multi-tiered support system that is overseen by the credentialed HST. • Within the first two weeks of each school year, students take the STAR 360, which HSTs use to determine the student's baseline achievement level and provide appropriate support resources based on that level. Please refer to Category D for information on the use of STAR 360 data to drive instruction and intervention. • The Online Subscription Package (OSP) provides curriculum and supplemental programs to enrich each student's educational plan. Please refer to the OSP Handbook for details. • PCA ensures that all multilingual learners receive 30 minutes of ELD instruction daily. These instructional minutes can take many forms, including weekly virtual ELD support classes with an ELD specialist. Please see Chapter II for more information on support programs for multilingual students. • PCA provides adequate support services for students with special learning needs or disabilities. Please refer to Chapter II for details about these services. • HSTs work together with Case Managers and parents to ensure that students achieve individualized academic goals and meet content standards. • All teachers at PCA work with outside support providers to create a positive, child-centered learning environment that meets each student's needs. • The school's personalized learning model provides different modalities, such as online learning, textbook-based approaches, in-person vendor-led instruction, and general education accommodations that reduce the need for formalized special educational services. • HSTs assist in identifying resources that are appropriate for the unique needs of each student and collaborate with parents to implement appropriate resources to promote students' academic and social-emotional development. • To further support social-emotional learning, the school offers the EVERFI SEL curriculum to all students, as well as "Mindset Mondays;" Zoom sessions covering growth mindset topics and activities. • Planning Amounts support all students. Students and their families can use school funds to purchase curricular materials or to pay for enrichment services	• Achievement data • Online Subscription Package • OSP Handbook • Intervention website • SST referral procedures • SPED referral procedures • Electives list • Guidance Counselors • Field trips and events • Discovery Days & High School Hangouts • National Honor Society • Academic Decathlon/Academic Pentathlon • High School Expo (Spring 2020) • Spring Math Day Flyer (2020) • 2019-2020 Robotics Team Flyer • 2020-2021 Robotics Team Flyer • Robotics Team Awards • Resource Center yearbooks flyer • Beach Clean-Up flyer (Resource Center) • Kids Heart Challenge flyer (Resource Center) • Literacy Day flyer (Resource Center)

such as tutoring, lessons, and classes in a wide range of subjects.

- PCA teachers use MTSS strategies to provide data-driven support resources to students. The SST process is available to students who need help beyond the Tier 1 interventions.
- PCA offers Outstanding Direct Instruction (ODI) classes as a Tier 2 intervention in reading and math. ODI classes are four-week class blocks that meet two times per week to provide targeted instruction to fill learning gaps.
- A Mental Health Support Team provides resources, and teachers complete a Student Mental Health Risk Report to request services to meet individual needs.
- HSTs effectively assess the impact of the school's multi-tiered supports by using ongoing summative and formative assessment and progress monitoring.
- Staff members document student participation and attendance for intervention programs such as ODI classes in School Pathways. Intervention teachers add information to the student's dashboard, including dates of attendance and material covered during the intervention sessions.
    - During the Spring 2020 semester, 177 students took ODI classes, and 168 used online intervention programs.
- Resource Center teachers support students through a variety of scaffolds. These include providing written class notes, giving extra time on tests, and offering extension activities for those who want to learn more about a particular topic. The Resource Center team encourages students to practice good study skills to prepare them for high school and beyond.
- PCA offers many co-curricular activities that enrich and extend learning through linkage with the SLOs and content standards. Student sign-up sheets through the Field Trips and Events system show a high level of student involvement in these activities.
- The school offers an extensive list of electives allowing students to pursue their passions. These include A-G electives, vocational electives, and life skills electives such as consumer math.
- Students can extend learning through options such as honors and AP coursework or concurrent enrollment. Middle school students can take A-G mathematics and foreign language classes.
- The school offers NCAA-approved courses for student-athletes.

• CTE classes are available to support career exploration and preparation. • To advance a culture of college and career readiness, HSTs collaborate on how to organize and provide unique opportunities, with such events as science day, math day, art day, spelling bees, and a myriad of educational field study/field trip opportunities. • Guidance Counselors support college and career readiness through college tours and resources for PSAT, SAT, and ACT exams. • The Counseling Department hosts information sessions on College Info, College Applications, Concurrent Enrollment, and Financial Aid. • PCA utilizes Naviance, which provides career interest inventories and information about college and career options. • Each PCA teacher offers at least one field trip each per year. Students can also attend virtual Discovery Day events, which center around standards-based, hands-on activities. • Student groups such as the National Honor Society or National Junior Honor Society chapters and Academic Decathlon provide students with additional collaboration and critical thinking opportunities. • The PCA Resource Center provides a two-day-a-week program that is open to all students in grades K-8. The program follows a classical education model and incorporates cross-curricular projects to engage students. Students conduct in-depth investigations of topics, work in cooperative group work, self-reflect, and complete hands-on activities that build college and career readiness. • The Resource Center offers standards-based activities, including the annual living history event, science fairs, a competitive robotics team, a chartered fishing boat for scientific exploration, and a partnership with NASA to record data on radio waves and black holes.	

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. PCA provides effective, consistent, and accessible relevant and timely communications. The school values transparency and stakeholders receive up-to-date information, including school updates and news. HSTs are the primary point of contact for families, which increases access and availability to a multitude of resources. Email templates from the leadership team provide consistent messaging.
2. PCA supports teachers, parents, and students using various platforms, including online classes, ODI, website resources, and a well-developed network of teachers, case managers, high school counselors, HSSC, Program Specialist, ELAC, and other staff members. Various departments provide additional individualized support to teachers, students, and parents through office hours.
3. PCA has an effective leadership team that implements “The Homeschool Heart” by modeling care, concern, support, and follow-up for HSTs, empowering the HSTs to show the same levels of care and respect for students and their families. HSTs also enable families to build a strong instructional program for their children. When teachers express concerns, the school’s leadership team embodies a spirit of collaboration that listens to the staff's concerns and experiences and responds appropriately to rectify the situation.
4. PCA aims to achieve the SLOs by offering many personalized opportunities through collaboration with school personnel and vendors. Additionally, PCA ensures that students from all grade levels have opportunities to participate in curricular and co-curricular activities.
5. The PCA Resource Center provides an engaging campus environment for students through project-based activities that are naturally cross-curricular and meet the content standards and Schoolwide Learner Outcomes. The wide variety of projects and learning opportunities at the Resource Center allow each child to complete class assignments in the manner that best suits their learning styles and preferences.
6. PCA provides social-emotional instruction and intervention through the Everfi curriculum, support from the intervention department, Mindset Monday workshops, and the school’s point of contact for Students in Crisis.

Areas of Growth

1. The HST Handbook is a useful and beneficial tool, but it can be overwhelming and difficult to search. The school could streamline this resource for easier retrieval and quicker access to documents. Additionally, various departments should check their training tools and resources for accuracy and update them each school year before these departments share training tools with teachers.

2. Given the sharp learning curve of the HST role, the school could refine the process for onboarding teachers who are new to the school. The school currently provides training upon hiring, but the amount of information can be overwhelming. Refinement could include additional support for each new teacher from a veteran HST partner teacher with a checklist to guide discussions and collaborative work and practical application of the procedures or shadowing LP meetings alongside the partner teacher.
3. HSTs need additional support from the Curriculum team. This department has resources to support teachers; however, HSTs would benefit from training to build their awareness of these resources and training on the utilization of each resource. A deep dive into popular homeschool curriculum options would be helpful. The school should review existing training tools for accuracy before sharing these tools with staff.
4. HSTs need support in sharing students' IEP or 504 accommodations with HQTs. Some students work with multiple teachers, some of whom do not have access to these accommodations through the Student Information System. HSTs would like a consistent process for sharing this information with all teachers who work with a particular student.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- While teachers are well-qualified and the school offers a variety of training opportunities, the school could find a way to measure the impact of professional development, which could include a list of objective criteria or surveys for teachers that ask them to describe how they applied the new learning. As an independent study school, it would be helpful for teachers to have training sessions on technology platforms, for example the GSuite Certification. The school could also build on staff qualifications and experience by matching areas of expertise to adjunct duty opportunities.
- While the Lending Library is available, HSTs would appreciate electronic copies of scope and sequence documents to help identify missing standards and create pacing guides for students, particularly TK-8. The school should offer a TK-8 curriculum comparison resource for teachers to assist in making curriculum selections to meet student needs and to connect the material to the content standards or “I Can” Statements.
- PCA will provide more consistent messaging to ensure all students and their families fully understand the schoolwide expectations. This could include communication about the high school course descriptions, shared rubrics and exemplars, explaining the Master Agreement in detail, and hosting an Onboarding 101 or Homeschooling 101 class for parents. Staff members will house all of these expectations in one place, such as the PCA website.
- PCA will provide various activities and resources to assist parents, students, and teachers with curriculum selections and the use of the Assignment and Work Record (AWR) reports to document assignments and student progress. This will help ensure the use of standards-based materials and meaningful use of the AWRs for ongoing progress monitoring. Resources will include workshops, professional development activities, and graphic organizers.
- HSTs need additional support from the Curriculum team. These departments have available resources to support teachers, but teachers would benefit from training to build their awareness of these resources, as well as training on the utilization of each resource. A deep dive into popular homeschool curriculum options would be helpful. Existing training tools need to be vetted for accuracy before they are shared with staff.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Pacific Coast Academy effectively uses various data, including student achievement data, demographic data, and perception data collected from stakeholder surveys to identify schoolwide needs and areas for growth and drive the continuous school improvement cycle.

Through the self-study process and reviews of schoolwide data and the California School Dashboard, staff members identified needed improvements in mathematics achievement, student writing skills, and college and career preparedness. While the PCA staff members are proud of recent advances made in these areas, additional work is required. Staff members are keen to develop tools to measure the effectiveness of professional development activities and measure student progress towards, and mastery of, the Schoolwide Learner Outcomes.

PCA will continue to use data to drive schoolwide decision-making and identify key staff and student needs. The school will use these data points to provide professional development activities for staff, parent workshops, standards-based student activities, and resource allocations to support the needs of all students.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

PCA's Schoolwide Action Plan is available **here**.

PCA is focused on increasing overall student achievement as part of the continuous school improvement cycle, and the school's action plan aligns with identified schoolwide goals and the LCAP. During the 2020-2021 school year, teachers are participating in professional development sessions on the Standards for Mathematical Practices, instructional strategies for multilingual students, and interpreting and using data from the CA School Dashboard.

The Director of Accreditation and Achievement will engage teachers and leadership team members in ongoing monitoring of the action plan, including annual updates. The leadership team will present the action plan to the Governing Board and other key stakeholders, including parents.

Appendices:

A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

B. Results of student questionnaire/interviews

C. Results of parent/community questionnaire/interviews

D. The most recent California Healthy Kids Survey.

PCA does not use the CA Healthy Kids Survey. The school gathers perception data through the annual LCAP and end-of-year surveys.

E. Master schedule

F. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/

G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID (High School Course Catalog)

I. California School Dashboard performance indicators

J. School accountability report card (SARC)

K. CBEDS school information form

L. Graduation requirements

M. Any pertinent additional data (STAR 360 Assessment Growth Reports)

N. Budgetary information, including school budget

O. Glossary of terms unique to the school

APPENDIX G - Assessment Report (CAASPP, Dashboard, ELPAC, STAR)

SCHOOL PERFORMANCE OVERVIEW

Pacific Coast Academy

Explore the performance of Pacific Coast Academy under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Chronic Absenteeism Very Low	**Suspension Rate** Very Low	**English Learner Progress** Medium	**Graduation Rate** Medium
College/Career Not Reported in 2022	**English Language Arts** Low	**Mathematics** Low	**Basics: Teachers, Instructional Materials, Facilities** STANDARD MET
Implementation of Academic Standards STANDARD MET	**Parent and Family Engagement** STANDARD MET	**Local Climate Survey** STANDARD MET	**Access to a Broad Course of Study** STANDARD MET

School Details

NAME Pacific Coast Academy	**ADDRESS** 13915 Danielson Street #103 Poway, CA 92064-8884	**WEBSITE** http://www.pacificcoast...	**GRADES SERVED** K-12
CHARTER Yes	**DASHBOARD ALTERNATIVE SCHOOLS STATUS** No		

PACIFIC COAST ACADEMY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
4,492	38.3%	2.7%	0.1%

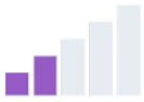
PACIFIC COAST ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Low

6.8 points below standard

EQUITY REPORT

Number of Student Groups in Each Level

2	5	0	2	1
Very Low	Low	Medium	High	Very High

LEARN MORE

Mathematics



Low

47.7 points below standard

EQUITY REPORT

Number of Student Groups in Each Level

3	5	1	0	1
Very Low	Low	Medium	High	Very High

LEARN MORE

English Learner Progress



Medium

52.9% making progress towards English language proficiency

LEARN MORE

College/Career

Not Reported In 2022

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

PACIFIC COAST ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Very Low

1.8% chronically absent

EQUITY REPORT

Number of Student Groups in Each Level

0	1	1
Very High	High	Medium
3	5	
Low	Very Low	

LEARN MORE

Graduation Rate



Medium

88.5% graduated

EQUITY REPORT

Number of Student Groups in Each Level

0	0	2
Very Low	Low	Medium
1	0	
High	Very High	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

PACIFIC COAST ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Very Low

0% suspended at least one day

EQUITY REPORT

Number of Student Groups in Each Level

0	0	0
Very High	High	Medium
0	10	
Low	Very Low	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Pacific Coast Academy (Poway, CA)
Dehesa Elementary

Return to Search

Reporting Year: 2022

View other reports for this School

With the requirement to report 2021–22 school year data only on the 2022 California School Dashboard (Dashboard), this report has been revised to display the Status level that was received for the state indicators reported on the 2022 Dashboard. Note that:

1. For the **Suspension Rate and Chronic Absenteeism Indicators**, the desired outcome is reversed, and the goal is to achieve a low suspension rate and a low chronic absenteeism rate. Therefore, the Status levels and colors for these indicators are reversed compared to the other indicators.
2. Because the **English Learner Progress Indicator** reflects data for the English learner student group only, information on other student groups will result in an N/A (or Not Applicable).
3. The **College/Career Indicator** is not displayed in this report as this indicator was not available for the 2022 Dashboard. (For further information, please refer to the 2022 College/Career Indicator flyer.)

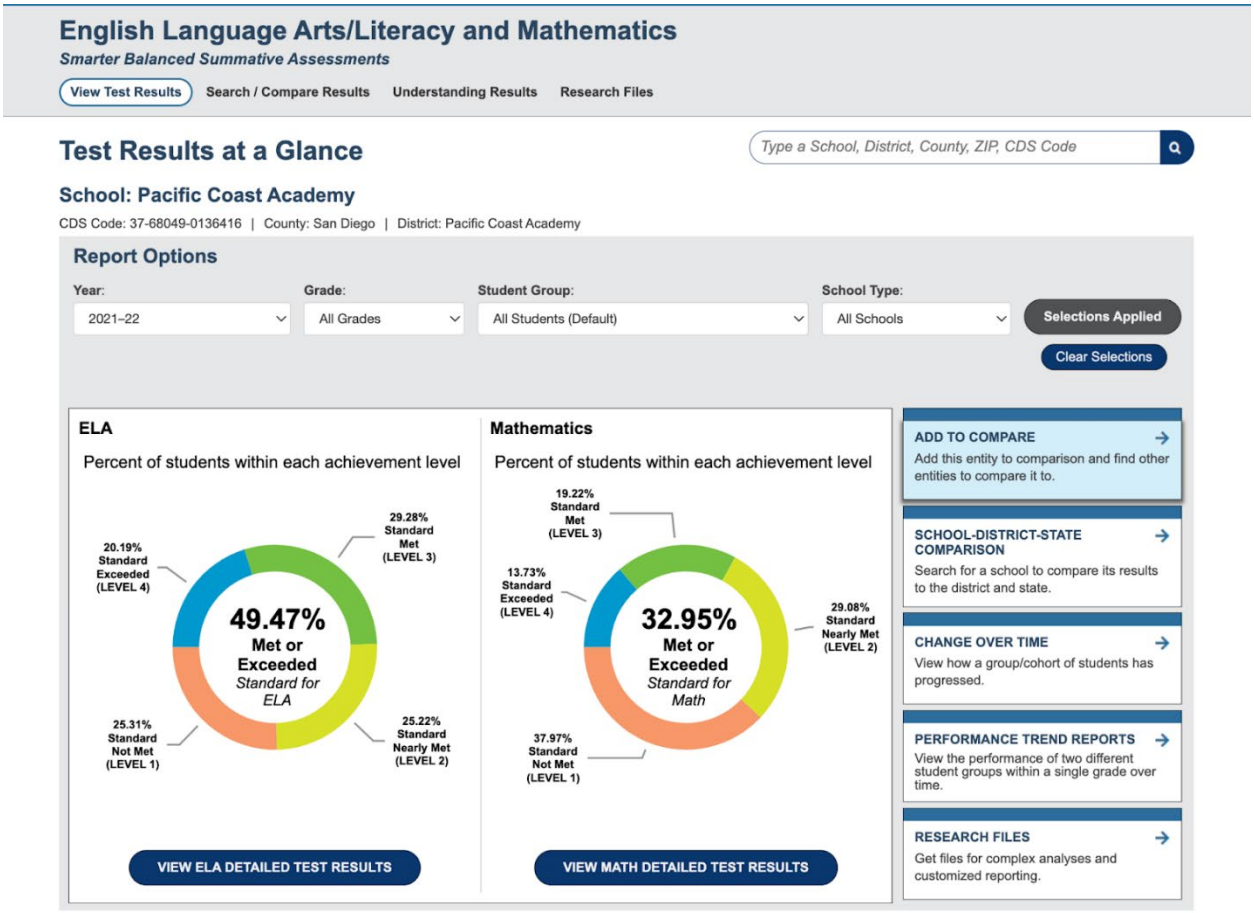
For more information on the 2022 Dashboard, please refer to the 2022 Dashboard Communications Toolkit.

Pivot Data by StudentGroups

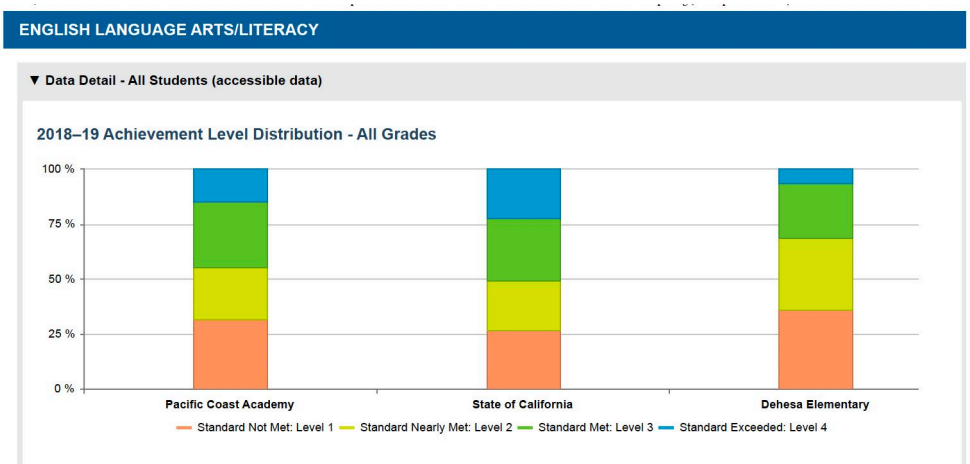
Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Medium	Very Low	Very Low	Medium	Low	Low
English Learners	Medium	Low	Very Low	No Performance Level	Very Low	Very Low
Homeless	N/A	High	Very Low	No Performance Level	Very Low	Very Low
Socioeconomically Disadvantaged	N/A	Low	Very Low	Medium	Low	Low
Students with Disabilities	N/A	Low	Very Low	No Performance Level	Low	Very Low
African American	N/A	Medium	Very Low	No Performance Level	Low	Low
Asian	N/A	Very Low	Very Low	No Performance Level	Very High	Very High
Filipino	N/A	Very Low	Very Low	No Performance Level	High	Low
Hispanic	N/A	Very Low	Very Low	Medium	Low	Low
White	N/A	Very Low	Very Low	High	Low	Low
Two or More Races	N/A	Very Low	Very Low	No Performance Level	High	Medium

2021-22 ENGLISH LANGUAGE PROFICIENCY FOR SUMMATIVE ELPAC

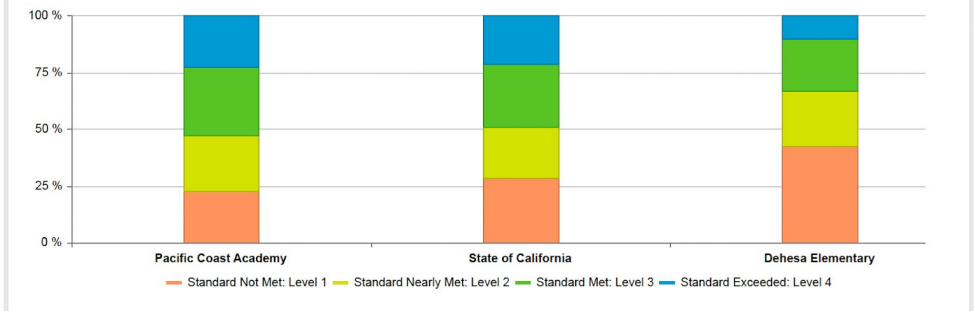


2018-19, 2020-2021, 2021-2022 CAASPP COMPARISON DATA FOR ENGLISH LANGUAGE ARTS/LITERACY



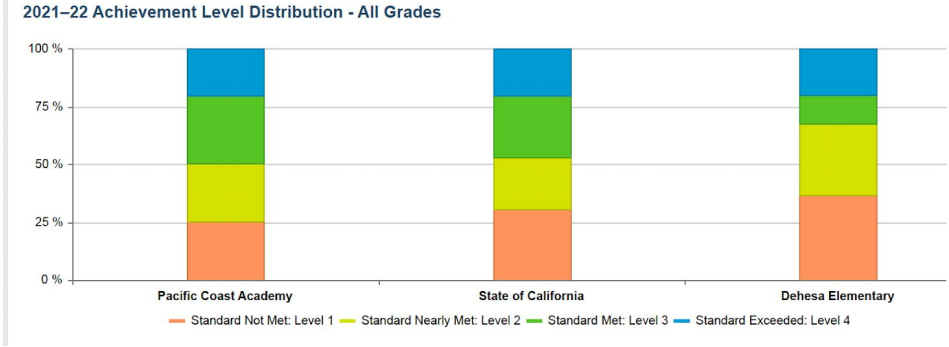
ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)



ENGLISH LANGUAGE ARTS/LITERACY

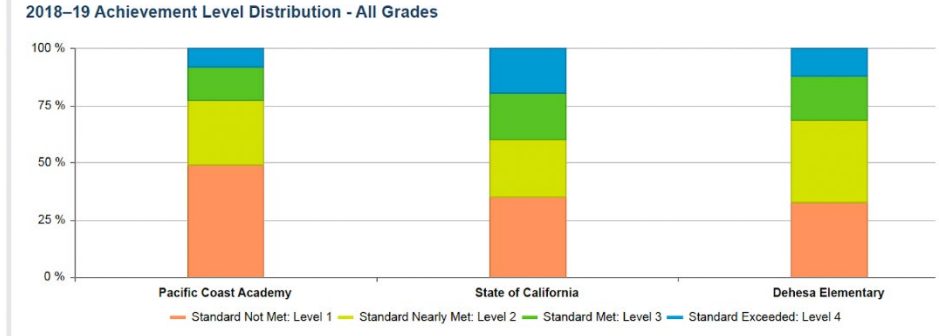
▼ Data Detail - All Students (accessible data)



2021-2022 CAASPP COMPARISON DATA FOR MATHEMATICS

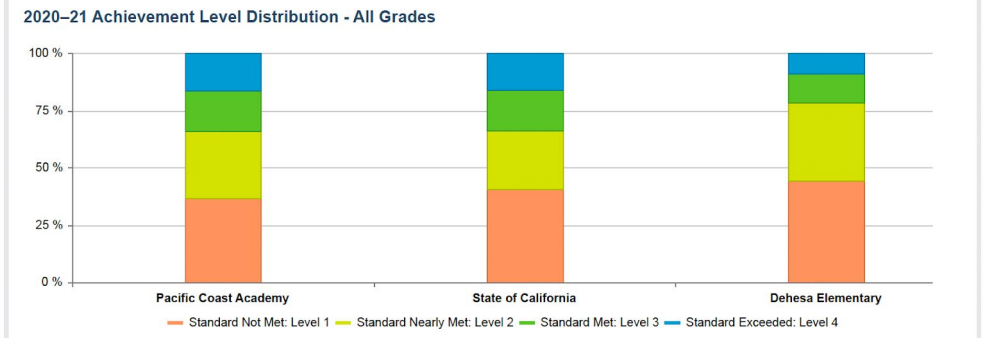
MATHEMATICS

▼ Data Detail - All Students (accessible data)



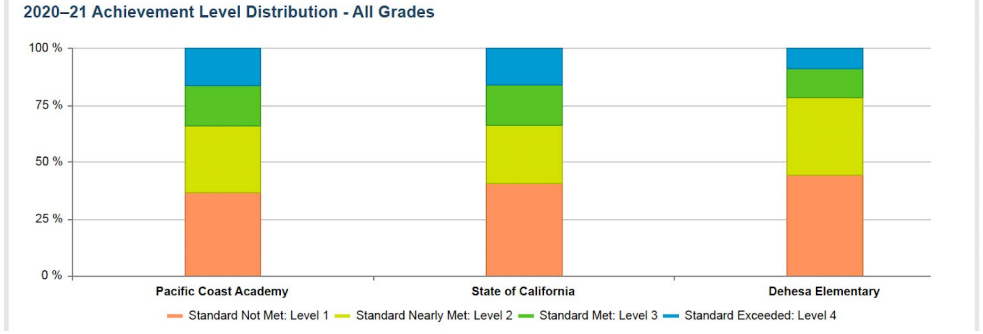
MATHEMATICS

▼ Data Detail - All Students (accessible data)



MATHEMATICS

▼ Data Detail - All Students (accessible data)



2021-2022 % Met/Exceeded English Language Arts Academic			
School Name	**State of CA**	**Pacific Coast Academy**	**Dehesa School District**
County-District-School Code		37 68049 0136416	37 68049 0000000
School-wide ELA	47.06%	49.47%	32.31%
3rd ELA	42.17%	47.83%	0.00%
4th ELA	44.22%	45.32%	10 or fewer students
5th ELA	47.09%	48.25%	53.34%
6th ELA	45.11%	46.54%	30.76%
7th ELA	49.22%	55.02%	N/A
8th ELA	46.64%	50.18%	N/A
11th ELA	54.80%	63.01%	N/A
African American ELA	33.25%	34.78%	10 or fewer students

American Indian ELA	33.25%	46.15%	10 or fewer students
Asian ELA	75.27%	71.21%	N/A
Filipino ELA	70.02%	63.16%	10 or fewer students
Hispanic or Latino ELA	36.40%	41.25%	20.00%
White ELA	61.36%	52.17%	45.00%
Two or More Race ELA	59.88%	54.36%	33.33%
English Learner ELA	12.47%	8.57%	10 or fewer students
RFEP ELA	58.75%	**47.23%**	10 or fewer students
Foster Youth ELA	20.64%	10 or fewer students	N/A
Homeless Youth ELA	27.79%	16.67%	N/A
Students with Disabilities ELA	15.61%	26.35%	18.75%
Socio-economically Disadvantaged ELA	35.24%	37.76%	33.33%

2021-2022 % Met/Exceeded Mathematics			
School Name	**State of CA**	**Pacific Coast Academy**	**Dehesa School District**
County-District-School Code		37 68049 0136416	37 68049 0000000
School-wide Math	33.38%	32.95%	23.08%
3rd Math	43.51%	44.13%	18.18%
4th Math	38.26%	36.12%	10 or fewer students
5th Math	31.56%	32.00%	20.00%
6th Math	32.46%	27.76%	23.07%
7th Math	32.04%	30.09%	N/A
8th Math	29.24%	27.24%	N/A
11th Math	26.97%	23.13%	N/A
African American Math	20.67%	8.70%	10 or fewer students
American Indian Math	20.67%	23.07%	10 or fewer students
Asian Math	69.46%	72.73%	N/A
Filipino Math	54.16%	44.74%	10 or fewer students
Hispanic or Latino Math	21.24%	20.18%	12.00%
White Math	48.18%	37.06%	35.00%
Two or More Race Math	47.05%	39.42%	25.00%
English Learner Math	9.71%	**5.71%**	10 or fewer students

RFEP Math	36.38%	**33.33%**	10 or fewer students
Foster Youth Math	10.30%	10 or fewer students	N/A
Homeless Youth Math	15.90%	11.12%	N/A
Students with Disabilities Math	11.41%	15.17%	12.50%
Socio-economically Disadvantaged Math	21.23%	21.61%	16.67%

2021-2022 % Met/Exceeded Science			
School Name	**State of CA**	**Pacific Coast Academy**	**Dehesa School District**
County-District-School Code		37 68049 0136416	37 68049 0000000
School-wide Science	29.45%	39.85%	50.00%
5th Science	31.19%	41.27%	60.00%
8th Science	29.20%	37.22%	10 or fewer students
10th Science	**22.37%**	23.08%	
11th Science	30.79%	38.14%	
12th Science	**26.82%**	65.52%	
All High School Science	**28.47%**	40.79%	
High School Class of 2020-2021	**27.33%**	56.00%	
African American Science	13.71%	14.28%	10 or fewer students
American Indian Science	28.63%	10 or fewer students	
Asian Science	59.47%	70.84%	
Filipino Science	46.72%	50.00%	
Hispanic or Latino Science	18.26%	29.72%	
White Science	44.25%	42.89%	
Two or More Race Science	43.31%	50.00%	
English Learner Science	2.63%	**3.70%**	
RFEP Science	28.63%	**32.43%**	
Foster Youth Science	9.08%	10 or fewer students	
Homeless Youth Science	13.41%	10 or fewer students	
Students with Disabilities Science	8.36%	19.11%	
Socio-economically Disadvantaged Science	18.50%	29.13%	10 or fewer students

2020-2021 Four-Year Adjusted Cohort Graduation Rate

School Name	Pacific Coast Academy	Dehesa School District
County-District-School Code	37-68049-0136416	37 68049 0000000
Cohort students	132	688
Regular HS Diploma Graduates	115	454
Cohort Graduation Rate	87.1%	66.0%
Graduates meeting UC/CSU Requirements	12	64
Graduates Earning a Seal of Biliteracy	2	16
Graduates Earning a Golden State Seal Merit Diploma	39	129

2020 College Going Rate

This report displays the number and percent of graduates who met each of the measures in the CCI Prepared and Approaching Prepared Levels. Students can meet more than one measure in each CCI level. As a result, the tables contain duplicative counts.

Percentage of Students by CCI Level for each Student Group

School Name	Pacific Coast Academy	Dehesa School District
County-District-School Code	37-68049-0136416	37 68049 0000000
High School completers	127	404
High School completers Enrolled in College	53	164
College Going Rate	41.7%	40.6%
Enrolled in College (in State)	34.6%	33.2%
Enrolled in College (out of state)	7.1%	7.4%
No Record of College Enrollment	58.3%	59.4%

STAR 360

Year	Participation Rate
2023-2024	Spring – 99.93%
	Winter – 100%
	Fall - 100%
2022-2023	Fall - 99.86%

	Winter - 99.84%
	Spring - 99.20%
2021-2022	Fall - 90.39%
	Winter - 83.53%
	Spring - 84.37%
2020-2021	Fall - 84%
	Winter - 81.4%
	Spring - 82.10%
2019-2020	Fall - 79%
	Spring - 71%

STAR 360 – Percentage At or Above Grade Level Proficiency by Grade Level

2019-2020 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading		
Grade Level	**Fall 2019**	**Spring 2020**
1	100%	80%
2	71%	77%
3	65%	70%
4	70%	71%
5	71%	77%
6	66%	69%
7	66%	70%
8	68%	72%
9	73%	81%
10	71%	81%

11	70%	70%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math		
Grade Level	**Fall 2019**	**Spring 2020**
1	85%	78%
2	72%	74%
3	66%	64%
4	54%	45%
5	36%	35%
6	38%	44%
7	40%	49%
8	41%	47%
9	50%	57%
10	56%	61%
11	47%	49%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy		
Grade Level	**Fall 2019**	**Spring 2020**
KN	87%	87%
1	73%	71%
2	46%	58%

2020-2021 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading

Grade Level	Fall 2020	Winter 20-21	Spring 2021
1	92%	84%	82%
2	78%	81%	78%
3	71%	76%	67%
4	74%	74%	71%
5	74%	78%	75%
6	75%	77%	73%
7	71%	74%	72%
8	76%	75%	79%
9	72%	72%	72%
10	73%	78%	79%
11	82%	81%	76%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2020**	**Winter 20-21**	**Spring 2021**
1	90%	88%	81%
2	82%	77%	73%
3	71%	76%	58%
4	61%	57%	52%
5	39%	39%	37%
6	45%	42%	47%
7	45%	47%	45%
8	50%	54%	51%
9	48%	48%	54%
10	57%	59%	58%

11	49%	69%	61%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2020**	**Winter 20-21**	**Spring 2021**
KN	98%	97%	93%
1	78%	88%	76%
2	41%	57%	29%

2021-2022 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2021**	**Winter 21-22**	**Spring 2022**
1	95%	85%	80%
2	80%	79%	75%
3	74%	76%	68%
4	71%	72%	70%
5	72%	78%	74%
6	72%	73%	69%
7	73%	74%	75%
8	71%	68%	68%
9	72%	73%	70%
10	74%	75%	80%
11	74%	77%	76%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2021**	**Winter 21-22**	**Spring 2022**
1	90%	90%	80%

2	80%	76%	73%
3	71%	68%	58%
4	63%	63%	52%
5	43%	46%	40%
6	41%	40%	41%
7	47%	52%	42%
8	45%	48%	46%
9	46%	46%	49%
10	55%	58%	58%
11	47%	58%	52%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2021**	**Winter 21-22**	**Spring 2022**
KN	94%	95%	92%
1	85%	83%	72%
2	65%	58%	53%

2022-2023 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
1	91%	86%	80%
2	74%	76%	73%
3	70%	70%	66%
4	67%	74%	70%
5	72%	73%	69%
6	73%	74%	74%

7	71%	76%	72%
8	69%	72%	72%
9	72%	74%	77%
10	77%	77%	78%
11	78%	75%	71%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
1	88%	87%	77%
2	75%	75%	71%
3	68%	72%	61%
4	60%	62%	53%
5	45%	45%	40%
6	42%	50%	46%
7	44%	49%	47%
8	39%	47%	44%
9	24%	26%	32%
10	32%	34%	43%
11	24%	35%	29%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2022**	**Winter 22-23**	**Spring 2023**
TK	98%	99%	99%
KN	94%	94%	94%
1	78%	82%	69%
2	51%	62%	30%

2023-2024 SCHOOL YEAR

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
1	89%	86%	77%
2	75%	74%	73%
3	71%	73%	70%
4	72%	70%	70%
5	71%	76%	73%
6	75%	73%	73%
7	74%	78%	76%
8	74%	75%	74%
9	76%	82%	78%
10	74%	79%	79%
11	80%	78%	77%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
1	85%	84%	78%
2	75%	75%	71%
3	69%	72%	66%
4	63%	61%	53%
5	47%	46%	43%
6	47%	50%	47%
7	51%	55%	55%

8	49%	54%	55%
9	34%	39%	38%
10	34%	38%	46%
11	40%	45%	42%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Grade Level	**Fall 2023**	**Winter 23-24**	**Spring 2024**
TK	98%	98%	99%
KN	93%	95%	92%
1	82%	76%	66%
2	41%	29%	13%

STAR 360 – Percentage At or Above Grade Level Proficiency by Student Group

2019-2020 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading		
Student Group	**Fall 2019**	**Spring 2020**
All Students	72%	74%
American Indian or Native Alaskan	70%	65%
Asian	81%	82%
Black or African-American	65%	67%
Filipino	n/a	n/a
Hispanic or Latino	60%	58%
Middle Eastern	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a

White	75%	78%
Declined to State	70%	79%
English Learners	32%	38%
Foster Youth	<5 students	<5 students
Homeless Students	77%	78%
Socioeconomically Disadvantaged Students	64%	65%
Students with Disabilities	42%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math		
Student Group	**Fall 2019**	**Spring 2020**
All Students	56%	56%
American Indian or Native Alaskan	36%	46%
Asian	65%	67%
Black or African-American	44%	48%
Filipino	n/a	n/a
Hispanic or Latino	47%	45%
Middle Eastern	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a
White	58%	58%
Declined to State	54%	60%
English Learners	36%	39%
Foster Youth	<5 students	<5 students
Homeless Students	50%	68%
Socioeconomically Disadvantaged Students	41%	47%

Students with Disabilities	27%	32%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy		
Student Group	**Fall 2019**	**Spring 2020**
All Students	81%	83%
American Indian or Native Alaskan	83%	78%
Asian	84%	90%
Black or African-American	80%	87%
Filipino	n/a	n/a
Hispanic or Latino	77%	79%
Middle Eastern	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a
Two or More Races	n/a	n/a
White	81%	83%
Declined to State	87%	83%
English Learners	56%	76%
Foster Youth	<5 students	<5 students
Homeless Students	100%	100%
Socioeconomically Disadvantaged Students	72%	79%
Students with Disabilities	50%	63%

2020-2021 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**
All Students	76%	77%	75%
American Indian or Native Alaskan	72%	77%	74%

Asian	86%	92%	94%
Black or African-American	63%	68%	63%
Filipino	87%	83%	84%
Hispanic or Latino	68%	66%	61%
Middle Eastern	75%	100%	100%
Native Hawaiian or Pacific Islander	84%	65%	67%
Two or More Races	n/a	n/a	n/a
White	78%	80%	77%
Declined to State	61%	85%	75%
English Learners	40%	34%	30%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	58%	65%	57%
Socioeconomically Disadvantaged Students	69%	71%	67%
Students with Disabilities	42%	45%	49%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**
All Students	62%	62%	57%
American Indian or Native Alaskan	46%	56%	41%
Asian	85%	81%	87%
Black or African-American	46%	46%	43%
Filipino	67%	66%	58%
Hispanic or Latino	55%	55%	45%
Middle Eastern	50%	50%	40%
Native Hawaiian or Pacific Islander	55%	43%	61%

Two or More Races	n/a	n/a	n/a
White	63%	63%	60%
Declined to State	63%	59%	58%
English Learners	46%	45%	41%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	41%	50%	44%
Socioeconomically Disadvantaged Students	55%	55%	48%
Students with Disabilities	33%	32%	34%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2020**	**Winter 20-21**	**Spring 2021**
All Students	91%	94%	90%
American Indian or Native Alaskan	71%	83%	89%
Asian	100%	94%	97%
Black or African-American	87%	96%	88%
Filipino	92%	93%	91%
Hispanic or Latino	90%	92%	86%
Middle Eastern	<5 students	<5 students	<5 students
Native Hawaiian or Pacific Islander	<5 students	<5 students	<5 students
Two or More Races	n/a	n/a	n/a
White	92%	94%	90%
Declined to State	100%	100%	88%
English Learners	77%	93%	83%
Foster Youth	n/a	n/a	n/a
Homeless Students	<5 students	100%	<5 students

Socioeconomically Disadvantaged Students	87%	92%	90%
Students with Disabilities	73%	85%	79%

2021-2022 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2021**	**Winter 21-22**	**Spring 2022**
All Students	74%	76%	73%
American Indian or Native Alaskan	81%	86%	62%
Asian	92%	92%	83%
Black or African-American	59%	68%	61%
Filipino	81%	83%	76%
Hispanic or Latino	60%	62%	61%
Middle Eastern	89%	86%	43%
Native Hawaiian or Pacific Islander	75%	65%	72%
Two or More Races	n/a	n/a	n/a
White	77%	78%	75%
Declined to State	74%	73%	80%
English Learners	23%	28%	27%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	38%	42%	42%
Socioeconomically Disadvantaged Students	67%	68%	66%
Students with Disabilities	46%	49%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math

Student Group	Fall 2021	Winter 21-22	Spring 2022
All Students	60%	62%	56%
American Indian or Native Alaskan	62%	70%	53%
Asian	85%	86%	78%
Black or African-American	47%	50%	46%
Filipino	63%	66%	55%
Hispanic or Latino	49%	46%	43%
Middle Eastern	50%	50%	57%
Native Hawaiian or Pacific Islander	59%	62%	53%
Two or More Races	n/a	n/a	n/a
White	62%	64%	58%
Declined to State	70%	70%	64%
English Learners	34%	38%	35%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	41%	42%	35%
Socioeconomically Disadvantaged Students	54%	54%	47%
Students with Disabilities	35%	33%	29%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2021**	**Winter 21-22**	**Spring 2022**
All Students	85%	88%	84%
American Indian or Native Alaskan	75%	82%	69%
Asian	97%	96%	92%
Black or African-American	80%	74%	94%
Filipino	71%	81%	92%

Hispanic or Latino	77%	82%	79%
Middle Eastern	<5 students	80%	<5 students
Native Hawaiian or Pacific Islander	100%	86%	100%
Two or More Races	n/a	n/a	n/a
White	87%	89%	84%
Declined to State	83%	93%	89%
English Learners	75%	88%	83%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	100%	83%	50%
Socioeconomically Disadvantaged Students	80%	86%	82%
Students with Disabilities	61%	60%	42%

2022-2023 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	73%	75%	72%
American Indian or Native Alaskan	66%	71%	72%
Asian	84%	84%	82%
Black or African-American	57%	59%	53%
Filipino	81%	81%	74%
Hispanic or Latino	60%	64%	63%
Middle Eastern	80%	80%	83%
Native Hawaiian or Pacific Islander	79%	55%	65%
Two or More Races	n/a	n/a	n/a
White	76%	77%	75%

Declined to State	69%	75%	77%
English Learners	36%	32%	32%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	58%	58%	59%
Socioeconomically Disadvantaged Students	68%	71%	67%
Students with Disabilities	47%	50%	45%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	56%	59%	54%
American Indian or Native Alaskan	51%	51%	52%
Asian	76%	77%	69%
Black or African-American	38%	40%	35%
Filipino	59%	65%	47%
Hispanic or Latino	44%	46%	38%
Middle Eastern	41%	47%	53%
Native Hawaiian or Pacific Islander	62%	53%	48%
Two or More Races	n/a	n/a	n/a
White	58%	62%	57%
Declined to State	64%	63%	64%
English Learners	32%	40%	31%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	29%	33%	30%
Socioeconomically Disadvantaged Students	47%	50%	44%
Students with Disabilities	30%	34%	30%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2022**	**Winter 22-23**	**Spring 2023**
All Students	85%	88%	88%
American Indian or Native Alaskan	67%	67%	80%
Asian	83%	93%	95%
Black or African-American	83%	93%	91%
Filipino	85%	100%	100%
Hispanic or Latino	79%	85%	84%
Middle Eastern	86%	80%	75%
Native Hawaiian or Pacific Islander	90%	90%	60%
Two or More Races	n/a	n/a	n/a
White	87%	89%	88%
Declined to State	87%	82%	97%
English Learners	76%	77%	80%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	100%	50%	83%
Socioeconomically Disadvantaged Students	81%	86%	85%
Students with Disabilities	56%	63%	52%

2023-2024 School Year

STAR 360 - Percentage At/Above Grade-Level Proficiency - Reading			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	74%	76%	74%
American Indian or Native Alaskan	81%	69%	67%
Asian	86%	86%	87%

Black or African-American	63%	67%	62%
Filipino	77%	81%	76%
Hispanic or Latino	65%	68%	64%
Middle Eastern	76%	75%	59%
Native Hawaiian or Pacific Islander	72%	85%	78%
Two or More Races	n/a	n/a	n/a
White	76%	77%	76%
Declined to State	80%	80%	76%
English Learners	30%	36%	28%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	61%	62%	63%
Socioeconomically Disadvantaged Students	69%	72%	70%
Students with Disabilities	48%	48%	48%

STAR 360 - Percentage At/Above Grade-Level Proficiency - Math			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	59%	61%	57%
American Indian or Native Alaskan	57%	47%	50%
Asian	78%	76%	73%
Black or African-American	43%	46%	42%
Filipino	62%	59%	64%
Hispanic or Latino	48%	50%	48%
Middle Eastern	44%	63%	50%
Native Hawaiian or Pacific Islander	56%	66%	61%
Two or More Races	n/a	n/a	n/a

White	62%	63%	59%
Declined to State	63%	68%	62%
English Learners	32%	32%	34%
Foster Youth	<5 students	<5 students	<5 students
Homeless Students	33%	40%	31%
Socioeconomically Disadvantaged Students	52%	54%	50%
Students with Disabilities	34%	37%	33%

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STAR 360 - Percentage At/Above Grade-Level Proficiency - Early Literacy			
Student Group	**Fall 2023**	**Winter 23-24**	**Spring 2024**
All Students	87%	89%	89%
American Indian or Native Alaskan	77%	73%	73%
Asian	98%	98%	96%
Black or African-American	81%	93%	93%
Filipino	89%	100%	92%
Hispanic or Latino	80%	85%	84%
Middle Eastern	60%	83%	<5 students%
Native Hawaiian or Pacific Islander	71%	75%	89%
Two or More Races	n/a	n/a	n/a
White	88%	90%	90%
Declined to State	91%	82%	85%
English Learners	64%	83%	86%
Foster Youth	<5 students	<5 students	<5 students%
Homeless Students	67%	100%	83%
Socioeconomically Disadvantaged Students	84%	86%	84%

Students with Disabilities	50%	61%	58%

Determining Charter School Performance Category

March 2024

Pursuant to California *Education Code* (*EC*) Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under performance categories based on the charter school's performance on the California School Dashboard (Dashboard).

The following two criteria are used to determine the performance category (i.e., High, Middle, or Low) of a charter school:

1. **Criterion 1**: Based on the performance colors received for **all** of the state indicators on the Dashboard for the two previous Dashboard years. The Dashboard state indicators are:
    - English language arts/literacy (ELA),
    - Mathematics,
    - Chronic Absenteeism Indicator,
    - English Learner Progress Indicator (ELPI),
    - Graduation Rate Indicator,
    - College/Career Indicator (CCI), and
    - Suspension Rate Indicator.
2. **Criterion 2**: Based on the "Status" (also known as current year data) for all academic indicators with a performance color for the two previous Dashboard years. Note that per California *EC* Section 47607(c)(3), academic indicators are defined as:
    - ELA,
    - Mathematics,
    - ELPI, and
    - CCI.

Details on each of the criteria appear below. Schools that meet neither the High nor Low performing levels under Criterion 1 or 2 above are automatically placed in the Middle performance category.

DETERMINING THE PERFORMANCE CATEGORY

As noted earlier, data for the two previous Dashboard years are used to make performance category determinations. Therefore, for this current release, the 2022 and 2023 Dashboards are used.

For the 2022 Dashboard, due to the COVID-19 pandemic, state law required that only Status (also known as current year data) be reported for this Dashboard. As a result, Dashboard performance was reported using one of five Status levels for state indicators. Therefore, as expressed in the bullets below, Status levels were used as a proxy for performance colors on the 2022 Dashboard where there were at least 30 students. Furthermore, Status levels were also used as a proxy for performance

colors on the 2023 Dashboard CCI where there were at least 30 students.

- Status Level Very Low = Red
- Status Level Low = Orange
- Status Level Medium = Yellow
- Status Level High = Green
- Status Level Very High = Blue

Charter schools that received a 2023 Dashboard but closed during the 2023–24 school year have been removed from consideration of receiving performance categories. Schools that had a charter status in 2022–23 but changed its status to non-charter during the 2023–24 school year were also removed from consideration of receiving performance categories.

CRITERION 1 (PERFORMANCE COLORS)

The following conditions apply for charter school renewal under Criterion 1:

- Must have at least two academic indicators (i.e., ELA, Mathematics, CCI, and/or ELPI) at the school level in each of the two Dashboard years. (The two academic indicators do not need to be the same indicators each year.)

Charter schools that meet the following conditions are determined to be High or Low performing, based on the color assignments at the school level:

- **High Performing:** The school has Blue and/or Green on **all** state indicators for two years: Eligible for presumptive renewal.

- **Low Performing:** The school has Red and/or Orange on **all** state indicators for two years: Eligible for presumptive non-renewal.

Charter schools that do not meet Criterion 1 requirements for presumptive renewal or non-renewal are subject to Criterion 2.

CRITERION 2 (STATUS)

The following conditions apply for charter school renewal under Criterion 2:

1. Limited to academic indicators (i.e., ELA, Mathematics, CCI, and ELPI).

2. Limited to only those academic indicators with a color (Note: Status levels were also used as a proxy for performance colors on the 2023 Dashboard CCI).

Performance determinations under Criterion 2 are based on the **overall Status** for both the charter school and its student groups, and how they compare with the statewide averages for the two previous Dashboard years. The state's Status is used as the "statewide average" for the academic indicators.

DETERMINATIONS FOR PRESUMPTIVE RENEWAL/HIGH PERFORMING

1. For **schools** that have a performance color for all academic indicators, the school received an overall Status that is the same or higher than the overall Status for the State of California.

2. For each academic indicator, remove the **student groups** that performed higher than or at the same level as the statewide average.

    a. For the 2023 Charter School Performance Category Data File, the student groups that performed higher or at the same level were: White, Asian, Filipino, Two or More Races. *(Note: The ELPI does not have student groups; however, the school must have a higher Status than that of the statewide average.)*

3. For each academic indicator, after removing the student groups in step 2 above, identify the student groups with a color that scored higher than their respective student group statewide average (i.e., received a higher Status score on the indicator).

4. Each school must have **at least two** remaining student groups that receive a color. (Note that the total number of student groups can be across the two previous Dashboard years.)

5. The student groups must have **at least two** academic indicators in each of the two Dashboard years. (The two academic indicators do not need to be the same indicator each year.)

6. **To be placed in the High Performing Category**, for each academic indicator for each year, the school must have a majority of student groups (i.e., 50 percent or greater) scoring higher than the statewide average for their respective student group. (*Note: If the school does not have two remaining student groups, the school is placed in the Middle performance category.)*

DETERMINATIONS FOR PRESUMPTIVE NON-RENEWAL/LOW PERFORMING

1. For **schools** that have a performance color for all academic indicators, the school received an overall Status that is the same or lower than the overall state average.

2. For each academic indicator, remove the **student groups** that performed higher than or at the same level as the statewide average.

    a. For the 2023 Charter School Performance Category Data File, the student groups that performed higher or at the same level were: White, Asian, Filipino, Two or More Races. *(Note: The ELPI does not have student groups; however, the school must have a higher Status than that of the statewide average.)*

3. For each academic indicator, after removing the student groups in step 2 above, identify the student groups that scored lower than their respective student group statewide average (i.e., received a lower Status score on the indicator).

4. Each school must have **at least two** remaining student groups that receive a color. (Note that the total number of student groups can be across the two previous Dashboard years.)

5. The student groups must have at least two academic indicators in each of the two Dashboard years. (The two academic indicators do not need to be the same indicator each year.)

6. To be placed in the **Low Performing Category**, for each academic indicator for each year, the school must have a majority of student groups (i.e., 50 percent or greater) scoring lower than the statewide average for their respective student group. (*Note: If the school does not have two remaining student groups, the school is placed in the Middle performance category.)*

MIDDLE PERFORMANCE

Charter schools that meet neither the High nor Low performing categories under Criterion 1 or 2 are automatically placed in the Middle performance category.

EXCLUSION OF SCHOOLS WITH DASHBOARD ALTERNATIVE SCHOOLS STATUS (DASS)

DASS charter schools have their own renewal criteria. Therefore, the High, Middle, or Low performance categories are not determined for these schools. As a result, they are not included in the 2023 Charter School Performance Category Data File.

For more information on the renewal criteria for DASS schools, refer to the CDE Dashboard Alternative School Status web page.

To determine which charter schools are DASS, download the Current DASS Schools data file posted on the CDE Active DASS Schools web page.

RESOURCES

For more information regarding performance categories, please refer to the California Department of Education Performance Categories web page.

All files and data needed to create the performance categories list can be found in the Dashboard downloadable data files posted on the CDE Dashboard Resources web page.

The statute on charter school renewals can be found on the California Legislative Information web page.

APPENDIX H - PARENT STUDENT HANDBOOK

SCHOOL MISSION STATEMENT

MISSION STATEMENT

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

DESCRIPTION OF THE PROGRAM

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of secular curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse educational vendor services

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

At our schools, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast Students Are:

Inquisitive Learners - Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

ADMISSIONS, REGISTRATION, & INTAKE

Upon offering enrollment, the following required registration documentation includes: Proof of age, immunization record or waiver, housing questionnaire, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. Pacific Coast Academy serves San Diego County, Imperial County, Riverside County, and Orange County. If, while attending our school, a family moves, they must submit a new proof of residence annually and within ten days of a mid-year change in residence by completing the POR Survey in the Parent Portal. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster/Migratory Youth and students of active military families.

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. The document submitted must be a full copy that includes all pages. For example: a gas, water, electric or cable bill. If providing a utility bill, please

make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g., CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must be current and have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Affidavit to Verify Residency Form
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be uploaded to the registration portal, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion. The School reserves the right to independently evaluate the appropriate grade level for enrolling students.

Our School is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

THE PARENT/GUARDIAN/LEARNING COACH'S ROLE

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher to ensure your student participates fully in their homeschool learning journey.
- Complete and submit the monthly Student Learning Log (attendance log).
- Support student(s) in completing the school-assigned benchmark testing (STAR 360) up to 3 times

per school year.

- Support student(s) in attending state mandated CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings as specified in the Independent Study policy (two meetings per semester in-person within 60 days, every other learning period), as well as attend any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).
- Regularly support your student in their attendance and continual participation in any and all:
    - Intervention
    - Specialized Academic Instruction
    - and/or related Special Education services as written into their Individualized Education Program, if applicable.
- Ensure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team.
- Furnish your student with a learning environment that is conducive to student learning.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- No offensive comments, language, or gestures are part of the learning environment.
- Impersonating another person on an online platform is prohibited.
- Use only your own username and password for online platforms and do not share these with others.

- Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

VIRTUAL MEETINGS

Virtual meetings with school staff shall be held in school-maintained, school-initiated virtual meeting platforms (e.g., Zoom, Google Meet). Recording, or taking photos, screenshots, or recorded audio transcription of school meetings is not allowed by parents/guardians/educational rights holders/students, with the exception of IEP and 504 team meetings. Parents have the ability to audio record IEP and 504 team meetings with advanced notice to Pacific Coast Academy per Education Code section 56341.1(g). School meetings with students or relating to students are considered to be confidential communications. As such, PCA staff members have an expectation of confidentiality and duty to ensure confidentiality of such communications. School staff may, on occasion, initiate recording of general information meetings, as well as live Zoom classes, intended for parents, absent students, administration, accreditation organizations, other teachers, and those with a legitimate educational interest in the materials, but in such cases, recording will be disclosed, and consent obtained by participants in advance of participation in the meeting.

ZOOM DISCLAIMER

The purpose of the Zoom Disclaimer (Student/Parent Zoom Acceptable Use) is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school.

The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

Zoom Acceptable Use

In order to create a safe, trustworthy, and respectful environment for students when taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom ‘lobby’ until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not

limited to the screen record function, chat and screen share.

- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
    - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
    - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.
    - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
    - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following;
        - threatening to kill someone;
        - threatening to sexually assault someone;
        - threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury;
        - asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services -
    - Counterfeit goods and services;
    - Drugs and controlled substances;
    - Human smuggling or trafficking;
    - Products made from endangered or protected species;
    - Sexual services;
    - Gambling, betting or wagering activities;
    - Unauthorized multi-level marketing businesses;
    - Stolen goods; or
    - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g., bombs, 3D printed guns, etc.).
- Copyright, trademark, defamation, right of publicity, and impersonation
    - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
    - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to

suggest that there is a relationship with the trademark owner when there is not.

- Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
- The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
- Impersonation is pretending to be someone you are not.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

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				

PACIFIC COAST ACADEMY

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
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)

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					

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

School Closed

Work Day, No Students

First & Last Day of Semesters

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

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/guardians/learning coaches design a learning plan that can incorporate:

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

If you are looking for an engaging, easy-to-follow learning platform, explore in-house curriculum options, such as Choice Plus Academy, Edgenuity, Spark Program, Accelerate Education, ALEKS, and K12. Additional curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the school's ordering system.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher or HQT (for middle/high school Edgenuity and ChoicePlus Academy programs) and she/he will do their best to work with you to identify alternative lessons to meet the lesson objectives.

CURRICULUM: TRANSITIONAL KINDERGARTEN - 8TH GRADE

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or a wide variety of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten

- EmbarK12 by K12 - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

3rd-5th Grade

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

6th-8th Grade

- Choice Plus Academy
    - Provides live, academic instruction classes for 6th - 12th grade students, which are taught by our dynamic, highly qualified teachers. Students attend live classes 1-2 times per week and complete offline work the other days of the week. Highly Qualified Teachers are available to offer support and assistance to students.
- Edgenuity
    - Online, engaging, video-based curriculum supported by our Highly Qualified Teachers.
- Accelerate Education
- Online Curriculum
    - ALEKS - Online Math Courses
- Other Curriculum - Can be ordered through the School's ordering system

CURRICULUM: HIGH SCHOOL

Our school develops an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based

on the student's short and long-term academic goals, graduation requirements, and post high school plans. We provide high school students with various homeschool curricula and educational vendor options, including "a-g," honors, and AP courses. Courses may be selected from the curricula listed below:

Taught by our school's content teachers (HQTs):

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Edgenuity: Online, teacher supported, engaging video based curriculum
- Both Edgenuity and ChoicePlus Academy offer a variety of honors and AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:
    - AP Biology
    - AP Calculus AB
    - AP English Language & Composition
    - AP English Literature and Composition
    - AP Spanish Language & Culture
    - AP U.S. Government & Politics
    - AP U.S. History
    - AP World History

Offered by external providers:

- ALEKS - Pre-Algebra & Math Foundations Elective online math courses
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system

We also adopt AP and honors courses from Accelerate, Apex Learning, ASU Prep, iLead, Pearson Online, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

We recognize the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check here.

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. Students will work with their high school counselor to develop a 4-Year Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. Students should reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
History / Social Science	6 semester courses (*Must include one year of US History, one year World History, one semester of Government, and one semester of Economics)*	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 is a graduation requirement)*	20
Science	4 semester courses (*Must include one year of Physical Science and one year of Biological Science)*	20
Visual & Performing Arts	2 semester courses	10
World Language		
Career Technical Education (CTE)		
Electives	18 semester courses	90
	Total =	**200 Credits**

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will roll over to the Electives category.

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students applying to a 4-year college should plan to meet "a-g" requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and strongly recommended for students who plan to apply to private and out-of-state colleges and universities. The "a-g" requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History | Social Science	2 years *(one year of World History and one year of US History, or one semester of US History and one semester of Government)*
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) *3 years through Algebra II/Integrated Math III. Pre-Algebra and Consumer Math do not count towards this requirement*
d	Laboratory Science	2 years (3 years strongly recommended) *(At least two of the three disciplines of Biology, Chemistry, and Physics)*
e	Language Other Than English	2 years (3 years strongly recommended) *(Must be the same language)*
f	Visual & Performing Arts	1 year of the same discipline
g	College-Preparatory Elective	1 year

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
• English 9 • Algebra 1 • Biology • WLG Year 1 • VPA • Elective	• World History • English 10 • Geometry • Chemistry • WLG Year 2 • Elective	• US History • English 11 • Algebra II • Physics • WLG Year 3	• Economics and Government • English 12 • Precalculus • Elective • Elective

All “a-g” courses must be completed with a grade of C or better. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to verify SAT or ACT requirements for colleges for which they are interested.

For more information, please visit the sites below:

- “a-g” Requirements
- “a-g” Course List
- SAT Information
- ACT Information

HIGH SCHOOL ELECTIVE CREDIT FOR MIDDLE SCHOOL STUDENTS

*Please see the concurrent enrollment section of the handbook for information regarding middle school students taking College courses.

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. We allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact our High School Counseling Department to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

It’s important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).
- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.
- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the

A portion in the fall and the B portion in the spring.

- If your student is interested in playing sports in college they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
    - Three years of English
    - Two years of math
    - Two years of science (one life and one physical)
    - Three years of social science (world history, US history, government, and economics)
    - One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra I and Geometry in middle school, they will need to take Algebra II and PreCalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra I, readiness must be verified with one or more of the following:
    - A body of work from a state standards-aligned curriculum demonstrating a high level of quality for Pre-Algebra/Math 8.
    - An Algebra I readiness exam. This is required for all students who did not successfully complete a standards-aligned Math 8 curriculum.

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact the high school sequence of courses.
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)
- If your student starts to struggle in the high school course please contact your Homeschool Teacher right away

If you have any questions about this policy, please let your Homeschool Teacher know before signing up for the high school course(s).

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access

to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within four years of starting high school. Short and long term goals will be created based on the needs of each student. A high school counselor is also assigned to each student and will review the IGP each year. High School courses are assigned after the IGP is approved by the high school counselor and/or high school administrative team.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and high school counselor if they wish to graduate high school early. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students must be enrolled in a minimum of four courses (20 credits) each semester. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and high school counselor to adjust the Individualized Graduation Plan.

Students may take a maximum of 40 credits per semester based on HST and counselor recommendation. Any student requesting more than 40 credits in a semester will require approval by a High School Administrator. No more than 50 credits per semester will be approved.

I CAN STATEMENTS

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

ACADEMIC INTEGRITY

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. The school reserves the right to use plagiarism tools to verify the academic integrity of student work.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Inappropriate use of Artificial Intelligence (AI), such as generating content or answers, plagiarizing, or manipulating assessments
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats
- Engaging a parent, sibling, classmate, or any other individual/prohibited resources to assist with a test or examination

Any student known to have acted without academic integrity will be subject to disciplinary action and/or the non-compliance policy in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.
- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be

documented for staff use.

- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will follow the non-compliance policy, hold a required administrative conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject to the following consequences:
    - Copy of academic dishonesty referral placed in permanent cumulative file
    - Proctored unit tests and finals by a staff member (HST)
    - Restricted from participating in school activities (field trips, prom, graduation)
    - Ineligible to receive letters of recommendation from staff and faculty
- **Fifth offense:** For the fifth offense of academic dishonesty, a disciplinary hearing will be held, with possible referral to non-compliance or expulsion from the school as a result.

REPORT CARDS

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. For TK-8th grade students, teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

AWRS - ASSIGNMENT AND WORK RECORDS

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards or high school course assignments. After the assignments have been completed by the student, the teacher will grade and record the work done in the Pacific Coast Academy Student Information System. These records are called AWRs and are created by the HST each learning period and available to the parent.

REPORT CARDS - TK-8TH

At Pacific Coast Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.

REPORT CARDS - HIGH SCHOOL

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on quality of work and work completed in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher.

The chart below shows the grading rubric for high school courses:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

*Please see below for our policy regarding college courses taken prior to the second semester of 9th grade.

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student.
- In order for a high school student to take a college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment as posted on the college's website
- Students must submit completed concurrent enrollment forms to the high school counselor for processing. Blank concurrent enrollment forms will not be approved
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- High School students must remain full-time students in good academic standing. Students must take a **minimum of 15*-20 credits per semester** in high school. The college course must be on Master Agreement for students to drop down to 15 credits. See the Process to Enroll below.
- High School students can take a **maximum total of 11 college credits per semester**
- Students may take core academic or elective courses at the college
- Students should consult with their high school counselor before enrolling in a college course The counselor will advise on college courses and check graduation requirements

- High school credit will not be granted for courses taken at colleges/universities with a religious worldview, regardless of course subject
- Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Our school will accept courses taken through 4-year college/university programs for elective credit only. Contact your student's counselor before signing up.
- The high school counselor will approve courses based on course history, academic standing and overall GPA. Please ensure that all official transcripts from previous college courses have been sent to the Records Department; **the counseling team cannot sign concurrent enrollment forms when there are missing official college transcripts from previous semesters.**

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
    - US History and World History courses must cover a comprehensive timeline. US History courses must cover Reconstruction to the present day. World History courses must cover the 1800s to present day
- We do not determine which college courses are transferrable to 4-year universities. The student's future college will review the college transcript and determine any credit awarded
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*If a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement.

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement.
- For more information on how community college courses can fulfill A-G requirements, please refer to this guide.

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable), and will be granted an extra point in the weighted GPA calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school

GPA is calculated with the classes taken during grades 9 through 12.

CONCURRENT ENROLLMENT PRIOR TO THE SECOND SEMESTER OF 9TH GRADE STARTING HIGH SCHOOL

- Enrolling in a college course will begin your student's official college transcript. Your student's course grade will be listed on the college's permanent academic record.
- Community College policy related to tuition can vary for students in grades K-8. Please check with the college directly to see if your student is eligible for free tuition or if you will be required to pay the in-state tuition rate. Planning amounts cannot be used to pay tuition for the community college classes.
- We recommend you familiarize yourself with the college's important dates/deadlines. If your student is not enjoying the experience in the class, please be sure to adhere to the college's posted course Add/Drop deadline. Dropping an unwanted class within the allowable time frame can prevent the course from being added to the permanent academic record (transcript). Our school does not determine college deadlines and cannot assist with exceptions to missed deadlines.
- Students taking concurrent enrollment courses prior to the second semester of grade 9 will be approved for elective and world language courses only. Math courses may be approved if there is no equivalent high school course available.
- If your student wishes to continue with concurrent enrollment, a new request must be made each semester and is subject to approval by the school counselor. An official college transcript of previously completed college work will be required.

Upon entry into grade 9, college courses taken in grades 6-8 may be added to your high school transcript as "Elective" credits only. A review of college credits earned while in grades 6-8 will be conducted by the high school counselor prior to adding courses to the high school transcript. High school credits will not be awarded for community college courses taken prior to grade 6.

PROCESS TO ENROLL

- Student picks a college, applies, and fills out the college’s concurrent enrollment form (if college has a form).
- Student submits the concurrent enrollment form to their high school counselor.
    - Please note, all California community colleges will provide a concurrent enrollment permission form
- The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps. Some colleges offer electronic forms that don’t require a physical signature. In that case, the college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the college via email, fax, or in-person to the college’s admission office.
- Student follows the college’s process to enroll in college course(s).
- Student sends proof of enrollment to high school counselor
- The high school counselor reviews college course(s) and determines which high school graduation

requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.

- Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts, however, the school strongly recommends digital.

Please send official transcripts to:
Pacific Coast Academy
Attn: Records - CC Transcripts
4612 Dehesa Road
El Cajon, CA 92019

Please email official digital transcripts to the Records Department:
transcripts@pacificcoastacademy.org

*Please note these steps are required for courses completed during the school year:

- Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
- Family must sign the Master Agreement Addendum.
- Family must provide work samples for each Learning Period.
- Family must provide a copy of the community college course gradebook to their HST each Learning Period.

HONORS AND AWARDS

Pacific Coast Academy recognizes graduates in the following ways:

- Golden State Merit: Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet all eligibility criteria in at least 6 subject areas. For more information, see the Golden State Merit website
- Seal of Biliteracy: Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website
- National Honor Society: National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- Summa Cum Laude: The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating summa cum laude are recognized with a gold medal at graduation

- Magna Cum Laude: The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating magna cum laude are recognized with a cord in the school colors at graduation
- Cum Laude: All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating cum laude are recognized with a white cord at graduation

ATTENDANCE

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Grid Log) must be signed and submitted to your Homeschool Teacher at the end of each learning period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and the student may be subject to withdrawal. (Refer to Non-Compliance Policy)

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
    - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled

and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

EDUCATIONAL MATERIALS & RESTITUTION POLICY

This policy supports Pacific Coast Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Pacific Coast Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

OVERVIEW

Students attending Pacific Coast Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

Pacific Coast Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Pacific Coast Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Once returned, some materials may not be usable in Pacific Coast Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

Procedures

- Pacific Coast Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Pacific Coast Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged, and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
- Pacific Coast Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
    - Pacific Coast Academy shall provide the parent/guardian written notice of alleged loss or

damage of school property ("Written Notice").
    - The Written Notice will inform families that Pacific Coast Academy may contact law enforcement and/or refer the debt to a collections agency.
    - If the parent/guardian disagrees with Pacific Coast Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
    - After reviewing any information provided by the parent/ guardian, the Executive Director (or his/her designee) shall decide whether or not to impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Executive Director is final. There is no appeal beyond the school level.
- Upon receiving notification of Pacific Coast Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Pacific Coast Academy or return missing property.
- The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Pacific Coast Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Pacific Coast Academy may consider referring the debt to a collections agency as a last resort.

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Overview of Special Education

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Requesting Academic Support

When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool Teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns.

In the event that you and your Homeschool Teacher needs additional guidance in supporting your child, you may request a Student Success Team (SST) meeting be conducted. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention.

Determining Eligibility for Special Education

Pacific Coast Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Pacific Coast Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a full and individual initial evaluation in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Pacific Coast Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

Components of an Individualized Education Program (IEP)

An IEP is a contractual, legal obligation, on the part of Pacific Coast Academy stating how Pacific Coast Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

Role of the Parent in an IEP Meeting

Parents are encouraged to participate in the IEP meeting by providing input on appropriate goals, supplementary aids and services, and program accommodations used during the instructional day, as the parent is the primary learning coach. Please speak with your Special Education case manager regarding the structure of IEP meetings and if you have any questions or concerns.

Special Education Services Provided in an Independent Study Program

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- All IEP direct and related services are delivered in the least restrictive environment. PCA is a non-classroom based charter school and services are typically provided virtually. If a parent or other IEP team member believes a change in setting or service delivery method is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by Pacific Coast Academy.

Special Education Non-Public Agency (NPA) Providers

Pacific Coast Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, PCA enters into contracts and issues Individual Services Agreements to support students' services with provider agencies and school staff that will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. Pacific Coast Academy's Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Special Education Teacher's Input Regarding the General Education Plan

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get an additional perspective on how to help support a student's needs, challenges, and strengths.

Work Samples for Students with an IEP

Pacific Coast Academy's general education work sample policy is the same for all students.

Return of Assistive Technology Devices, OT Supports, APE Equipment, and/or Any Other Purchase Made by the SPED Department on Behalf of the Student

On a case-by-case basis, the School may purchase special education equipment for use in a child's home or other setting if the child's IEP team determines that the child requires access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of special education equipment, or a comparable device. The continued access to the assistive technology device can be had for up to 60 days after the student has disenrolled from the School. If the student is provided an alternative equipment, or a comparable device

from a new school, or upon expiration of the 60 day period, the student is required to return all equipment to Pacific Coast Academy.

PLANNING AMOUNTS

PROGRAM DESCRIPTION

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Pacific Coast Academy's educational mission, PCA staff work with families to carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Pacific Coast Academy adopted Educational Vendor Policies and Procedures to ensure Pacific Coast Academy funds are budgeted and expended on Pacific Coast Academy-approved educational items and services.

For the 2024-25 school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: $3,600
- 9th-12th Grades: $3,900

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and Executive Director (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students. Services will not be approved for students prior to the vendor's official approval date.
- No family may spend, or obligate Pacific Coast Academy to spend, any Pacific Coast Academy monies on educational items and services. Pacific Coast Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Pacific Coast Academy. The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:
    - From approved educational vendors only.
    - Support the requesting student's personalized curriculum and education plan.
    - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
    - From an educational vendor who is not related to the family requesting the educational

items or services and otherwise does not present conflict of interest concerns.

- A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location shall not serve a School student for more than sixteen (16) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under the Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.
- Services may not exceed $500 per calendar month per vendor.
- Planning amounts may not be used to pay for services or field trips when school is not in session during summer or holiday breaks.
- Individual student field trips (non-school group field trips) must take place during the normal school day (not in the evening or on weekends).
- The Charter School will not approve partial payment for educational services (the cost of services cannot be split between the Charter School and parents).

- The Homeschool Teacher and Executive Director must ensure students have access to all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items.
- Pacific Coast Academy establishes a planning amount for students for educational items and services per full school year. Pacific Coast Academy developed the planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year and belongs to the school, not the student.
- All educational items requested through the school's ordering system are the property of Pacific Coast Academy. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items. Certain items are "consumable", meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.
- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the school's ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

HOW TO REQUEST SERVICES/PRODUCTS

- Visit the school's ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.

    - Services will only be approved after the official approval date of a new vendor.
    - Vendors that are out of compliance will not be available for services.
- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver form.
- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates through the school's ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services will not be approved.
- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate. Parents or Guardians should not submit invoices on behalf of vendors.
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please submit a ticket at the PCA Remote Ticket Form with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

HOW TO REQUEST A NEW EDUCATIONAL SERVICE VENDOR

If you would like to suggest a new educational service vendor, please complete this form: Suggest a Vendor. This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address to reach the vendor. Typically, we have the most success when the family or teacher reaches out to the potential vendor first.

Once the Vendor Support Department receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).

If your vendor suggestion has been declined, the Vendor Support Department is unable to disclose to families, teachers, or vendors the reason(s) a vendor may be ineligible.

Pacific Coast Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Pacific Coast Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements

include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory. Vendors are required to execute the Charter School's Vendor Agreement as part of providing educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.
- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs).
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.
- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.

FIELD TRIPS & EVENTS

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans. Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students. All animals, with the exception of service animals, are prohibited at School-organized events. If a student or their parent/guardian would like to bring a service animal to a School-organized event, please indicate this on the event sign-up and let your HST know so that students attending with known allergies, asthma, or other health conditions that may be affected by the animal's presence can be notified and the School may identify areas of the event location that are unsuitable for the service animal.

Liability

All families will be required to sign a liability waiver releasing Pacific Coast Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Field Trip Cancellation Policy

All field trip purchases are final. If you are unable to attend a field trip, please notify us in advance. We cannot provide refunds for cancellation requests.

No-Call/No-Show Policy

If you are unable to attend a field trip you've booked, you must contact us at least three days prior to the field trip date. In the event of illness or a last-minute situation that will prevent you from attending a field trip, you still need to provide notification. Please contact us as soon as you know you will not be able to attend. If you have three no-call/no-show incidents, you will not be permitted to attend field trips for the remainder of the semester.

TECHNOLOGY DEPARTMENT

Requesting educational technology can be overwhelming. The Tech Department helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g., computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g., sales tax) and fees (e.g., shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount.

Pacific Coast Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student (purchased through Enrichment)

Please note: Pacific Coast Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system

and can be requested in the same fashion as other enrichment items. If a technology request is placed for a student that has already met the tech device limits outlined above, they must return that device before the new request can be fulfilled. For a read-only catalog of current offerings, you may visit the Tech Catalog https://sites.google.com/pacificcoastacademy.org/techcatalog/home

Tech Center Returns

All Tech items are the property of Pacific Coast Academy and laptop/tablet returns should be submitted to the Tech Team at the Lending Library or shipped to our Tech Office. Please submit a ticket at the PCA Remote Ticket Form for detailed directions on how to return items.

Pacific Coast Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using the same boxes. This will help avoid damage upon the items return to the school. For Tech Team assistance or questions, please submit a ticket at the PCA Remote Ticket Form with any questions. or call (619) 215-0704 and choose Option 5.

All items purchased using Planning Amount funds are Pacific Coast Academy's property and must be returned to Pacific Coast Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Pacific Coast Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
    - Refund request is initiated within 30 days of receiving the device by submitting a ticket
    - Device must not be damaged and must be in the same condition as when it was received
    - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Pacific Coast Academy and evaluated by a member of the Tech Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The Tech Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, potential out-of-pocket charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher) or return the tech device to the Lending Library.
- If needed request a UPS shipping label from the Tech Department by submitting a ticket at the PCA Remote Ticket Form for detailed directions on how to return items. The Charter School is not able to provide shipping labels for any return from outside the state of California. Printers are not eligible for shipping labels.
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: "How to pack tech devices for return shipping."

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not "transfer devices" amongst enrolled family members without express permission from one of the following: Executive Director, Senior Director, Director of Technology, or IT Manager. Requests for transfers should be submitted to the Tech Dept via support ticket. Students must comply with the following guidelines to request a device transfer:

- Parent/guardian requesting to transfer their child's device must inform their assigned teacher.
- The school will only consider transfer requests between currently enrolled siblings.
- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student's account.
- Chromebook transfers are executed with no charge
- All other tech devices have a $25 instructional fund charge to re-assign the tech device to the transferee
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student's name, assigned teacher, technology serial and asset number, and name of the sibling.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the school year in which it is ordered in the school's ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

It is Pacific Coast Academy's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to Pacific Coast Academy policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)

To the extent practical, minor students' online access to inappropriate materials and materials harmful to minors is restricted. To the extent practical, steps shall be taken to promote the safety and security of users of Pacific Coast Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

DEFINITIONS

- School, Organization, and or We – PCA and its subsidiaries, programs, and divisions
- TD - Technology Department
- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, systems, services or networks owned, operated or issued by the school
- User - Any person(s) accessing or utilizing school resources that is not a resource operator
- AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

- You agree to learn about and comply with all the information outlined in this AUP document.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:

  - Never leaving items unattended
  - Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
  - Never removing protective accessories or features (e.g., cases, bumpers)
  - Keeping items away from dangerous conditions (e.g., liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
  - Maintaining student supervision by parent/guardian during access and usage
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- You are obligated to notify TD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request or student departure from the school.

ACCEPTABLE USE OF PCA RESOURCES BY USERS

- All school-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- Any information or communication accessible via any school network should be assumed as private property. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g., materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws (Title 17, USC)
- Any attempt to circumvent PCA security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized

trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC.*

- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g., home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by TD or authorized third parties.

DAMAGE CAUSED BY CARELESSNESS

Students are expected to exercise reasonable care to protect school-owned devices to prevent damage. Damage caused by carelessness is not considered "Accidental Damage." Device damage resulting from carelessness will be assessed by the Tech Department. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer "I don't know", or "it was fine when I put it in my bag" will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

EXPECTATION OF PRIVACY

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- Monitor an individual's use of school-owned resources
- Locate or track the location of a school-owned resource
- Confiscate, search, disable or wipe any school-owned device, item or their contents/data Personal devices are private. The TD does not and will not access personal devices.

CYBERBULLYING

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g., texts, photos, videos. messages, and social media). Examples of this behavior

include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any resource (e.g., social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE

- Upon student departure (e.g., withdrawal, graduation, or expulsion) from Pacific Coast Academy, all issued items must be returned upon disenrollment. Please contact your Homeschool Teacher to make arrangements to return items to the school.
- For information regarding technology returns, please review our *Technology Agreement* or submit a ticket at the PCA Remote Ticket Form.

CONTACT INFORMATION: TECH DEPARTMENT

- Phone: (619) 215-0704 and choose Option 5.
- Submit a ticket at the PCA Remote Ticket Form with any questions.

DISCLAIMER & ACKNOWLEDGEMENTS

- Pacific Coast Academy reserves the right to modify its policies at any time.
- All items, devices, and resources issued by Pacific Coast Academy are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- Pacific Coast Academy reserves the right to issue penalties (e.g., denial of access to resources) or seek legal remedies in response to non-compliance.
- Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- Pacific Coast Academy will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
- Upon withdrawal, student access to school-owned or operated resources, devices, networks, and systems will be removed.
- Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- Students are provided with Google Workspace for Education accounts upon enrollment and will be able to access services like email and YouTube. To learn more about Google services and their

privacy policies, review the Google Workspace for Education Privacy Notice.

- Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- Pacific Coast Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- Pacific Coast Academy may confiscate and search any school technology in the event of a policy breach.
- Pacific Coast Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.
- Pacific Coast Academy cannot provide any support for non-school owned technology devices or resources.
- Tech devices do have an end of service date. While the school and tech department prefer to keep tech devices in circulation, Pacific Coast Academy and the Tech Dept reserve the right to declare a tech device as End Of Service and request it be returned. The typical service span for a tech device is 3 years. Devices that have reached End of Service cannot be guaranteed to be compatible with software or services that may be required for a student's education.

USER AGREEMENT

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to the extent required to comply with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS *PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.*

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be available by phone and/or internet for communication.
- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have

lost California residency and therefore will be withdrawn.

- If you are traveling out of the state of California, Special Education services cannot be provided to your student (if applicable) due to credentialing/licensing requirements.

NON-COMPLIANCE POLICY

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Refusing to schedule meetings (or failing to hold meetings as specified in the Independent Study Policy (two meetings per semester, occur in person within 60 days, every other learning period)
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples, attendance logs, and master agreement addendums
- Failure to show the body of work
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan
- Failure to sign and return a Master Agreement Addendum within 5 days of presentation

In these instances, the school may

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. Planning amounts will be placed on hold until non-compliance is resolved.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

WORK SAMPLES

To meet California Independent Study Guidelines, teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. Students are required to submit

work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name written by the student and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Must be completed on a school day per the school's attendance calendar
- Photographs or projects without written explanations must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period and/or not on a school day
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

TESTING & ASSESSMENT

Assessment data is critical to Pacific Coast Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district or county office of education. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Pacific Coast Academy must remain in good standing with its authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Pacific Coast Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

STATE STANDARDIZED TESTS – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Pacific Coast Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is selected by Pacific Coast Academy and administered at the school's office. This is not a state mandated alternative assessment.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the CAASPP assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: TESTING FOR ENGLISH LANGUAGE LEARNERS

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified and there is no option to opt-out. At that point, they will no longer need to take the test.

INTERNAL DIAGNOSTIC: STAR 360

Pacific Coast Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Pacific Coast Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns.

Star 360 Testing will be assigned up to three times a year during the school's assigned test administration windows.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	3 Business Days
Enrollment Verification	3 Business Days
Official/Unofficial Transcripts	5 Business Days
Copies of CUME (Student Records)	5 Business Days

WORK PERMITS

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@pacificcoastacademy.org

Non-Entertainment Work Permits

- To complete a non-entertainment work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). Once the **B1-1** permit is sent to records@pacificcoastacademy.org, one of our Records specialists will fill it out and provide a **B1-4 a**t the same time. The **B1-4** is the actual permit.

EDUCATIONAL RECORDS

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Pacific Coast Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Pacific Coast Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

If you need copies of records relating to your student enrolled with the school, please request those records from the records department, not your homeschool teacher. The records department may be reached at (619) 215-0704 x430 or records@pacificcoastacademy.org. Please note that teachers cannot provide letters pertaining to your student's participation in the school for purposes of child custody matters short of receiving a subpoena.

Pacific Coast Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of Pacific Coast Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Pacific Coast Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Pacific Coast Academy.
- Records that only contain information about an individual after he or she is no longer a student at Pacific Coast Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Pacific Coast Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

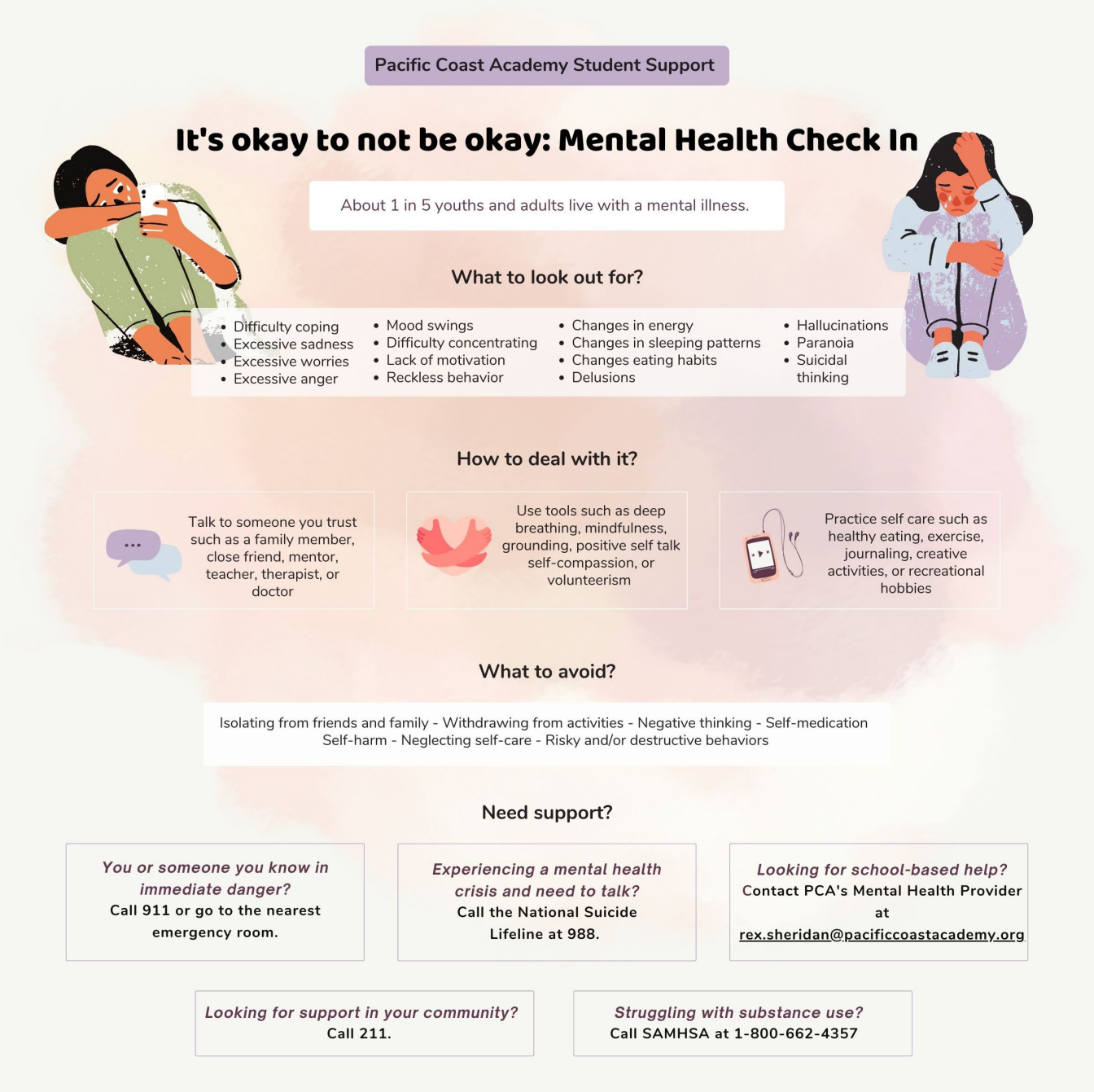
STUDENT MENTAL & PHYSICAL HEALTH

The school is committed to protecting the health and well-being of all Pacific Coast Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Pacific Coast Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- Suicide is a leading cause of death among young people
- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- The school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Pacific Coast Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Mental Health Resource Poster



Availability of Individualized Instruction

A student with a temporary disability who is hospitalized or in a residential health facility that makes attendance in regular classes or an alternative education program impossible or inadvisable may be provided individual instruction by the school district in which the hospital or other residential health facility is located. The duration of the individualized instruction shall correspond with the student's temporary disability.

Medication Administration at School-Sponsored Activities

Please see the School's policy on the administration of medication at school-sponsored activities, which is available on the School's website to learn about administration of medication at school-sponsored activities.

SUICIDE PREVENTION POLICY

The school's Suicide Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Pacific Coast Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, Pacific Coast Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

SUICIDE AWARENESS INFORMATION

Warning Signs of Suicide

It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking or writing about wanting to die or to kill one's self and/making specific threats
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again or giving away favorite possessions
- Increased use/abuse of alcohol or drugs
- Withdrawing from social contact
- Intense mood swings

- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- National Suicide and Crisis Lifeline: 988
- California Youth Crisis Line: 1(800) 843-5200
- HELPline: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking - Text LISTEN to 741-741
- Suicide prevention lifeline - Text TALK to 199-273

Websites

- Trevor Project: https://suicidepreventionlifeline.org/
- Coalition for Youth Crisis Line: https://calyouth.org/cycl/
- Teen Line: https://www.teenline.org/youth
- Know the Signs: https://www.suicideispreventable.org/

FENTANYL USE PREVENTION

The health and safety of our students and staff are a high priority. Therefore, it is important to share some concerning trends we are seeing in California regarding opioids, specifically the drug fentanyl. Fentanyl, an extremely potent and dangerous synthetic opioid, is 80-100 times more potent than morphine and 40-50 times more potent than heroin and, as a result, is a major cause of overdose for unsuspecting individuals.

The United States Drug Enforcement Agency recently identified a new trend in which "rainbow fentanyl"

appears in bright colors and in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. It can resemble the candy Smarties, so it's especially important to be alert around Halloween time. Please share with your children that any pill (regardless of its color, shape, or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly. Oftentimes, people purchasing or taking these pills are unaware that they contain fentanyl.

Things You Can Do

- If you're concerned someone in your life is at risk for opioid overdose, have on-hand the overdose reversal medication naloxone (Narcan). Narcan has no adverse side effects and is available without a physician prescription at most pharmacies.
- If you find any pills that you are unfamiliar with, do not touch them. Call local law enforcement for removal.
- Speak with your student about this information so they know the risks of buying or sharing prescription medication or other drugs, and that fake pills are out there.
- Call local law enforcement if you or your student have seen these rainbow-colored pills. Speaking up may save a friend's life!
- Contact the 24/7 Mental Health & Substance Use Access & Assessment Hotline (888-724-7240) to get help for a friend or loved one struggling with substance abuse.

According to the California Department of Public Health (CDPH) opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl. Additionally, fentanyl-related overdose deaths in California's youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase. As a school community, it's important for us all to be informed and work in partnership to keep our students safe.

HARASSMENT

The school's Harassment Discrimination, Intimidation & Bullying Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

The school is committed to maintaining a learning and working environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy 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. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school's policies and process for filing a complaint are publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. To report an incident and/or to receive a copy of the school's anti-discrimination, anti- harassment, anti-intimidation, and anti-bullying policies or to report

incidences of bullying please contact the school administration.

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

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. Violations of this School policy will prompt an investigation and when appropriate, 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.

Pacific Coast Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately.

SUSPENSION & EXPULSION

The school’s Suspension and Expulsion Policy can be found on the school website in the About section, under School Board and Board Policies.

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from PCA, without re-enrollment privileges, and must be approved by the PCA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from PCA that may occur at the discretion

of the individual PCA Homeschool Teacher, Regional Administrator, or the PCA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that the students, while on or within view of the Educational Vendor Locations, at a school sponsored activity/field trip, or online.

- Committed academic dishonesty.
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- 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, beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a 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 any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- 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 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 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, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining 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.
- Made terrorist threats against school officials, students, and/or school property.
- For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.

- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive, to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading personnel or student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section. This section shall apply to pupils 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 activities/field trips or school attendance.
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    - “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 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 his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) “Electronic act” means the creation or transmission originated on or off the school site, 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, video, or image.
        ii. A post on a social network internet website, including, but not limited to:
            a) Posting to or creating a burn page. “Burn page” means an internet

website created for the purpose of having one or more of the effects listed in paragraph (1).

b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

a) For purposes of this clause, "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 in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, 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) For purposes of this clause, "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.

iv. Notwithstanding paragraph (A) and subparagraph (i), 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.

3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

- 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 (a) 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.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 $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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or recommended for expulsion for misconduct not specified above.

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 & EXPULSION FOR STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, PCA shall comply with federal and state law.

DUE PROCESS STATEMENT

Pacific Coast Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

GRIEVANCE POLICY AND PROCEDURE

Pacific Coast Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex,

ancestry, physical or mental disability, race, color, gender, gender identity or expression national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher. The Homeschool Teacher and/or supervisor will respond. If the concern or grievance is not resolved, the parent/guardian may request a meeting with school leadership to discuss the concern or grievance. Pacific Coast Academy leadership will investigate and respond within 60 school days. A written email and letter will be sent to the family that will address the concern and outcome.

The charter school is committed to maintaining a learning environment that is free from sexual harassment and shall follow the Title IX grievance procedures for addressing allegations of sexual harassment as defined under Title IX. The Title IX Policy can be found on the school's website in the About section, under School Board and Board Policies.

The charter school has adopted a Uniform Complaint Procedure. Pacific Coast Academy shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Complaints that the School has refused to approve the use or prohibits the use of any textbook, instructional material, etc., for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code section 51204.5 and 60040, with limited exceptions, should be processed through the Uniform Complaint Procedures. Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found on the school's website in the About section, under School Board and Board Policies.

Pupil Fees

California Education Code (EC) Section 49011 subdivision A states that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. To resolve complaints which may require a more formal process, the Board adopts Uniform Complaint Procedures or "UCP," which can be found on the school's website under About > School Board > Board Policies > Community Relations.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the

school receives a request for access.
Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

  Parents or eligible students who wish to ask the school to amend a record should write to the school Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If Pacific Coast Academy decides not to amend the record as requested by the parent or eligible student, Pacific Coast Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before Pacific Coast Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

  One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific Coast Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

  Student information maintained in the state's CALPADS system is shared with the California College Guidance Initiative (CCGI) in accordance with Education Code section 60900.5. The CALPADS data will be used to provide pupils and families with direct access to online tools and resources, enable a pupil to transmit information shared with the CCGI to post-secondary educational institutions for purposes of admission and academic placement and to the Student Aid Commission for purposes of determining eligibility form, and increasing uptake of, student financial aid.

  Upon request, Pacific Coast Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school

to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject

to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To the California Longitudinal Pupil Achievement Data System (an entity with legitimate educational interest in student records)

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Per SB 906, local educational agencies (LEAs) are required to notify parents about California's laws around storing firearms safely.

California law requires parents and legal guardians of all students to keep firearms out of the hands of children by storing firearms in a safe and secure manner, including keeping them locked up when not in use or secured with a locking device that renders the firearm inoperable, and storing firearms separately from ammunition.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]
    - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

[1] See California Civil Code Section 29805.

[2] See California Civil Code Section 1714.3.

[3] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[4] See California Penal Code section 25100(c).

TITLE 1

PARENT AND FAMILY ENGAGEMENT POLICY

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The Parent and Family Engagement Policy can be found on the school website in the About section, under School Board and Board Policies.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@pacificcoastacademy.org.

NOTICE TO FAMILIES REGARDING SPEECH-LANGUAGE PATHOLOGIST QUALIFICATIONS

Speech-Language Pathologists, Speech-Language Pathology Assistants, Required Professional Experience Licensees, and Speech-Language Pathology Aides are licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board: Phone (916) 287 7915, www.speechandhearing.ca.gov

COMPREHENSIVE SEXUAL HEALTH AND HIV PREVENTION EDUCATION (CALIFORNIA HEALTHY YOUTH ACT)

The California Healthy Youth Act (CHYA) of 2016 was extended to charter schools in 2018 (AB 2601). CHYA

requires that all California public schools provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. Our school offers the Rights, Respect, Responsibility (3Rs) curriculum to all 8th- and 9th-grade students.

The law requires that schools offer instruction that is inclusive of all students, encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote an understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

We respect your right as a parent to choose what is best for your child. You can download the full curriculum here.

We selected the *3Rs* curriculum because it can be used in your home, preserving your ability to work with your child in your typical homeschool environment. We will provide families access to credentialed teachers who have been trained in the curriculum to help guide and support instruction.

The California Healthy Youth Act permits parents/guardians to excuse their child from "all or part" of comprehensive sexual health and HIV prevention instruction. If you choose to excuse your child from the entire comprehensive sexual health education curriculum, please send a note to your Homeschool Teacher (HST).

Guidelines for requesting to excuse your 8th-grade or 9th-grade child:

- Each excused child must have a letter submitted by their parent or guardian for each year you excuse them from participation.
    - The middle and high school programs are different, and we require separate excusal letters for the 8th- and 9th-grade programs.
- In the letter, please include the date and your child's full name and grade level.
    - You do not need to sign the letter, but please include your full name.
- Simply state that you are excusing your child from the CHYA instruction.
    - You do not need to provide a reason for the excusal.

You can excuse your child from specific lessons. Please provide your HST with a letter stating the lessons

from which you are excusing your child. California does not allow schools to permit parents/guardians to **selectively** excuse their child from "instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions." The following lessons are not subject to selective "opt-out":

- 8th grade: Lessons 1, 2, and 9
- 9th grade: Lessons 1, 3, and 10

NOTICES TO FAMILIES

Cal Grant Applicants

Please be advised that all students in grade 11 will be deemed a Cal Grant applicant unless the pupil opts out within 35 days of the receipt of this Handbook. The School will first send grade point averages to the California Student Aid Commission no later than October 1, with the final submission deadline of October 1 of each year. If you do not wish for your student to be deemed a Cal Grant applicant, please email your high school counselor to opt out within 35 days of your receipt of this Handbook.

Graduation Requirements

If your student is in foster care, a homeless child or youth, a former juvenile court school student, a student who is in a military family, or a migratory child, and they transfer between schools any time after the completion of their second year of high school, or if they are a newcomer student who is in their third or fourth year of high school, your student may be eligible for an exemption from local graduation requirements. Please contact your student's high school counselor to check your student's qualification for this exemption.

Immigration Status Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
    - All children have the right to a free public education.
    - All children ages 6 to 18 years must be enrolled in school.
    - All students and staff have the right to attend safe, secure, and peaceful schools.
    - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse to release your child's information in the directory.

Family Safety Plans if you are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school if he/she/they is discriminated against, harassed, intimidated, or bullied on the basis of his/her/their actual or perceived nationality, ethnicity, or immigration status.

NOTICE OF NON-DISCRIMINATION

The Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

Questions, concerns or complaints regarding compliance with Title IX student issues, please contact the Title IX Compliance Officer, Director of School Support, 13915 Danielson Street, Suite 200, Poway, CA 92064, schoolsupport@pacificcoastacademy.org, (619) 215-0704.

Questions, concerns or complaints regarding compliance with Title IX employee issues, please contact the Human Resources Director, 13915 Danielson Street, Suite 200, Poway, CA 92064, hrhelp@pacificcoastacademy.org, (619) 215-0704.

Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Director of School Support, 13915 Danielson Street, Suite 200, Poway, CA 92064, schoolsupport@pacificcoastacademy.org, (619) 215-0704.

For further information on notice of non-discrimination, visit:
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm
for the address and phone number of the office that serves your area or call 1-800-421-3481.

Student Rights Under Title IX

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to receive equitable treatment and benefits in the provision of all of the following:
    - Equipment and supplies.
    - Scheduling of games and practices.
    - Transportation and daily allowances.
    - Access to tutoring.
    - Coaching.
    - Locker rooms.
    - Practice and competitive facilities.
    - Medical and training facilities and services.
    - Publicity
- You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
    - You have the right to pursue civil remedies if you have been discriminated against.
    - You have the right to be protected against retaliation if you file a discrimination complaint.

If you have a complaint about Title IX, contact the Title IX Coordinator listed above. You have 180 days of the date of the alleged discrimination, unless the time for filing is extended for good cause by the Title IX Coordinator. Although you are not required to utilize the School's internal grievance procedure, you may do so prior to filing a complaint with the Office of Civil Rights (OCR). If you use the School's internal

grievance process, your Title IX complaint must be filed with the Office of Civil Rights within 60 days after the last act of the School's grievance process.

If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Uniform Complaint Procedure. A copy of the School's Uniform Complaint Procedures is available on the School's website.

You may further pursue the complaint by contacting the OCR directly: https://www2.ed.gov/about/offices/list/ocr/index.html.

The Web link for the OCR complaint form is found at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

You may further contact the OCR directly at 800-421-3481 or by emailing ocr@ed.gov.

Pregnant and Parenting Pupils

- The School shall notify pregnant and parenting pupils of their rights and options available under the law through the annual school year welcome packets and through independent study packets. (EC Section 222.5(a))
- The School shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law. (EC Section 222.5(b))
- The School shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. (EC Section 221.51(a); 5 CCR Section 4950; 34 CFR Section 106.40(a))
- The School shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. (EC Section 221.51(b); 5 CCR Section 4950(a); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program.
- (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(3)).
- The School treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. (EC Section 221.51(e); 5 CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).
- The School shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The School may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))
- The School shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.

A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.

- Reasonable accommodations under this section include, but are not limited to, all of the following:
  - Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
  - Permission to bring onto a school campus (if applicable) a breast pump and any other equipment used to express breast milk.
  - Access to a power source for a breast pump or any other equipment used to express breast milk.
  - Access to a place to store expressed breast milk safely.
- A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
- Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
- A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Opt Out from Dissecting, etc., Animals

A student may notify his/her/their teacher to refrain from participation in an education project involving the harmful or destructive use of animals. If the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternate education project for the purpose of providing the student an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. A student will not be discriminated against based upon his/her/their decision to exercise these rights.

Use of Pesticides

The Healthy Schools Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (http://www.cdpr.ca.gov) for further information on pesticides and their alternatives.

Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please contact officemanagement@pacificcoastacademy.org.

Asbestos

The School has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be viewed at the school's main office. As applicable, at least once each year, the school will notify parents of inspections, response actions, and post response action activities that are planned

or in progress.

PARENT-SCHOOL COMPACT

The Pacific Coast Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the-Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a school, staff at Pacific Coast Academy will

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
    - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
    - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
    - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their schoolwork.
    - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
    - Provide training and workshops, as appropriate, for teachers and parents/guardians.
    - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
    - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
    - Seek parent input related to our Title 1 program, including but not limited to LCAP Advisory Committee.
- Provide ongoing communication between parents/guardians and teachers as follows:
    - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
    - Title I meetings will be held twice per year.
    - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child's progress:
    - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
    - Teachers will meet, a minimum of every 20 school days, with families to discuss the student's academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child's learning in the following ways:

- Monitoring my child/teen's school attendance

- Supporting the school discipline codes
- Communicating with teachers and staff whenever I have a concern
- Making every effort to attend school events such as MLAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.
- Making sure that assignments and schoolwork are completed
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee

Student responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Pacific Coast Academy. I also acknowledge that I have discussed this information with my child.

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in your pupil's education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Pacific Coast Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Pacific Coast Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES:_____

NO:_____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____

APPENDIX I - 2024-2027 LCAP PLAN

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy

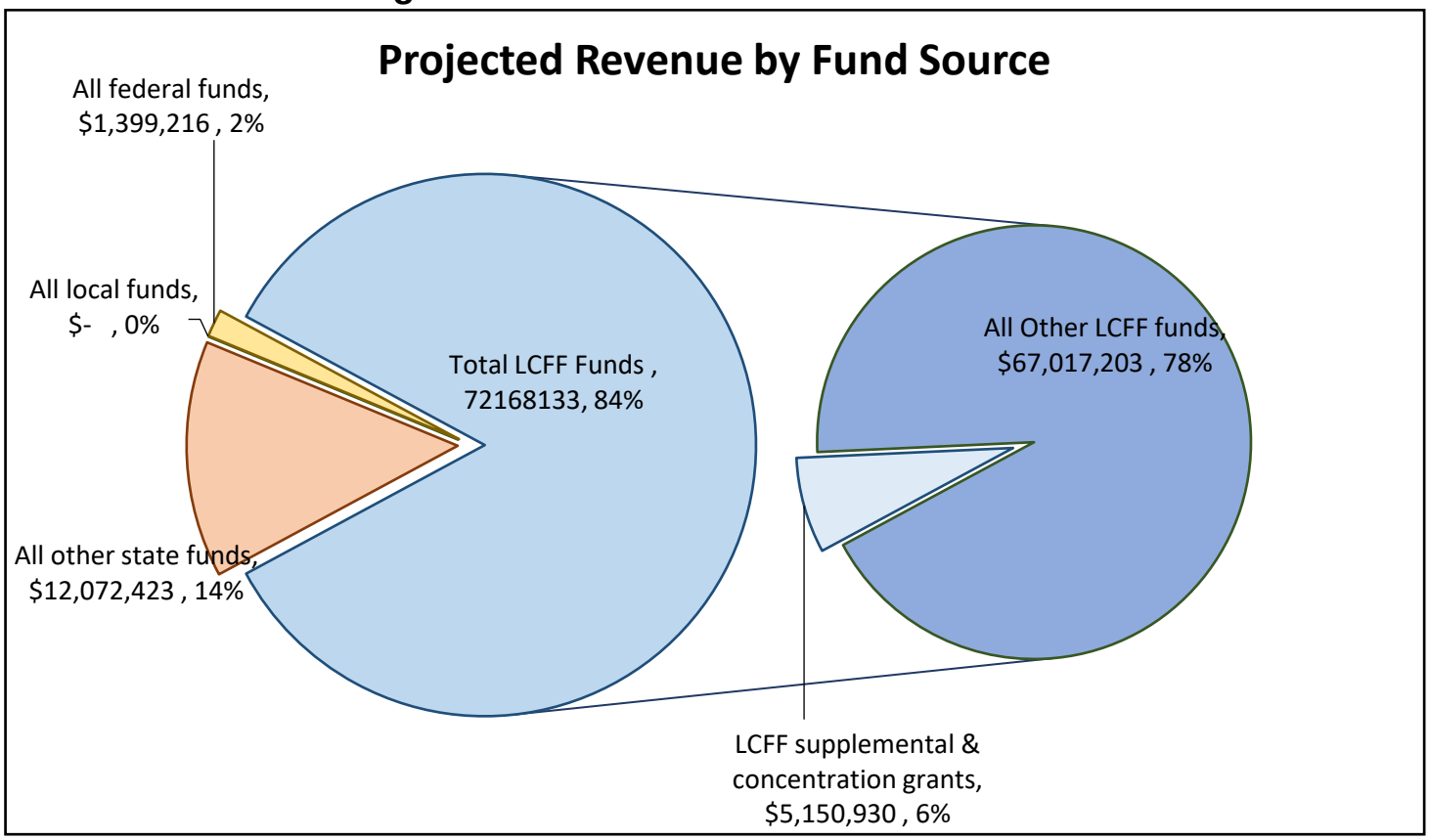
CDS Code: 37 68049 0136416

School Year: 2024-25

LEA contact information: Krystin Demofonte/ krystin.demofonte@pacificcoastacademy.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

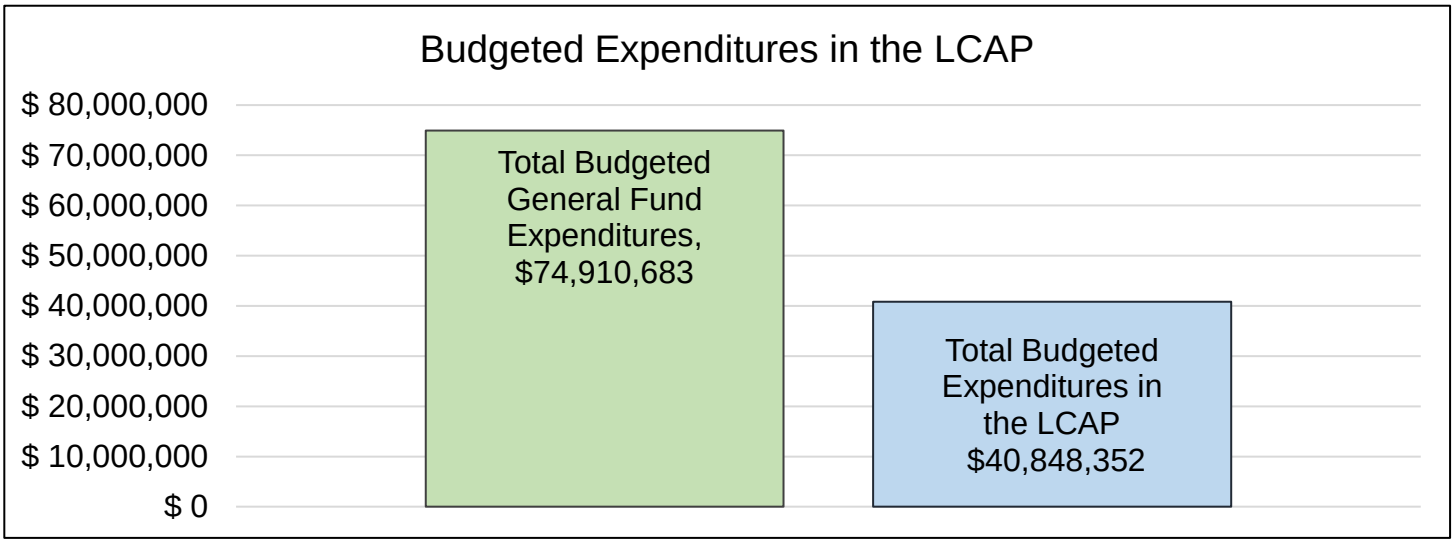


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is $85,639,772.00, of which $72,168,133.00 is Local Control Funding Formula (LCFF), $12,072,423.00 is other state funds, $0.00 is local funds, and $1,399,216.00 is federal funds. Of the $72,168,133.00 in LCFF Funds, $5,150,930.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Coast Academy plans to spend $74,910,683.00 for the 2024-25 school year. Of that amount, $40,848,352.00 is tied to actions/services in the LCAP and $34,062,331.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

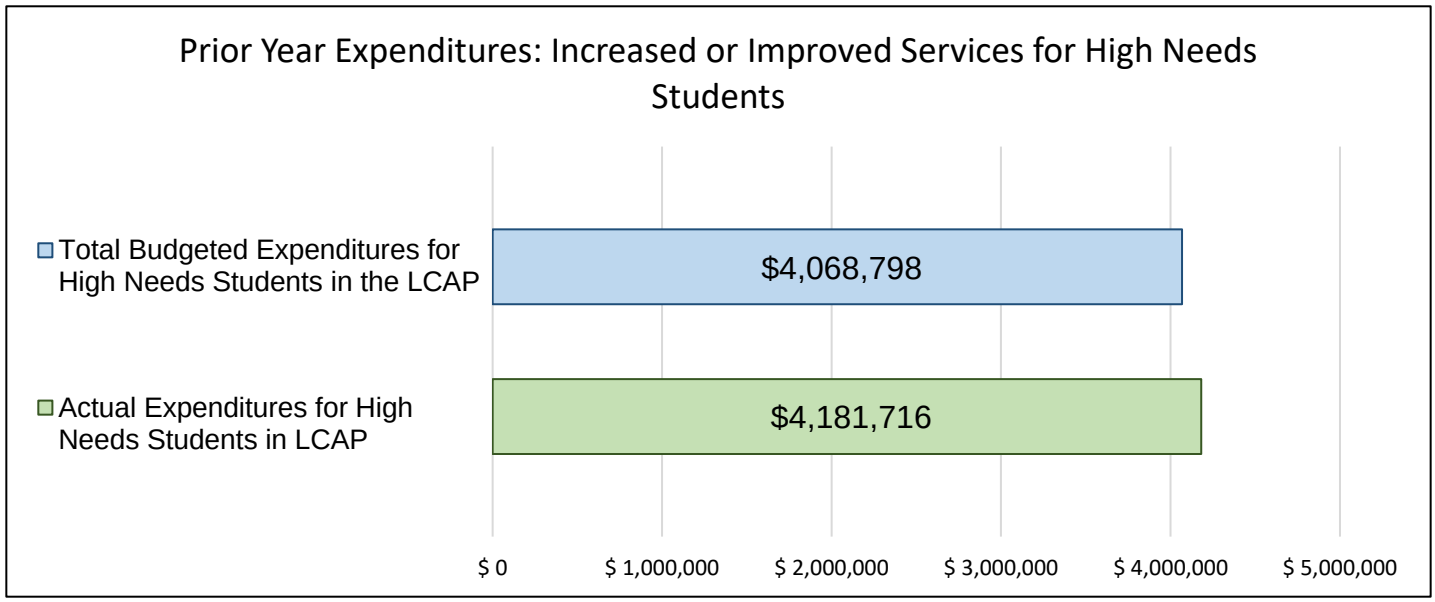
Other General Fund budget expenditures include those for cost of core services, overhead, restricted programs and Grants, some one-time and multi-year in nature allocated to the charter.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pacific Coast Academy is projecting it will receive $5,150,930.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend $5,150,930.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Pacific Coast Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Coast Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Pacific Coast Academy's LCAP budgeted $4,068,798.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent $4,181,716.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Goals and Actions

Goal

Goal #	Description
1	Optimize Conditions for Learning: This goal focuses on ensuring student engagement by optimizing conditions for learning by addressing the LCFF priorities 1, 5 and 6.

Measuring and Reporting Results

Metric	Baseline	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1	% of teachers fully credentialed & appropriately assigned	100%	100%	100%	99%	100%
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	100%	100%
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	100%	100%
4	Attendance Rate	100%	100%	99%	99%	100%
5	Chronic Absenteeism Rate (Dashboard)	0%	1%	2%	0.5%	0.0%
6	# of students in middle school who dropout	0	0	0	0	0
	% of students in high school who dropout	4%	8%	6%	6%	0%
7	High School Graduation Rate (Dashboard)	89%	88%	89%	91%	90%
8	Student Suspension Rate (Dashboard)	0%	0%	0%	0%	0.0%

9	Student Expulsion Rate (Dashboard)	0%	0%	0%	0%	0.0%
10	% of students who feel high levels of connectedness to their school	NA	75%	52%	98%	90%
11	% of parents who strongly agree/agree Adults at the school care about students.	NA	78%	65%	99%	98%
12	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students.	NA	60%	N/A The question was not asked in the 2022 survey.	96%	98%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is a maintenance goal, and the school implemented corresponding Actions effectively. For example, ninety-nine percent of the teachers are appropriately credentialed, students have access to standards aligned curriculum and resources. The high school cohort graduation rate increased by 2% and the high school dropout rate decreased by 2.7%. The chronic absentee rate is 0.5%. The school continues to have zero percent of suspensions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimation of actual expenditures:
Action 1.4 - We spent approximately $378,798 which is less than $605,910 the allocated amount in 2023-24. We had purchased technology for all students and staff. Moving forward we need to set some funds aside to purchase placements and increase the staff costs due to large technology to manage and provide tech support to students, families, and staff. The remaining funds from this action were used to fund additional Special Program Leads to support students

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 is a maintenance goal, and the school implemented corresponding Actions effectively. For example, ninety-nine percent of the teachers are appropriately credentialed, students have access to standards aligned curriculum and resources. The high school cohort graduation rate increased by 2%. The chronic absenteeism rate is 0.6%, which declined by 1.3% from 2022. The school suspensions and expulsion rate were zero percent. The school continues to try and find effective ways to engage more students and families to complete the annual climate survey.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Educational Partners continue to express difficulty in understanding the LCAP due to its length and depth. Consequently, the school continue to decrease the length of the LCAP and reduce educational jargon to make user friendly.
• In 2021-22, there was a significant drop in the percentage of students who participated in the engagement survey. Students and parents expressed concern regarding some questions being asked on the "California Healthy Survey".
• In 2022-23, the school used a new survey and noticed some increase in student participation in the engagement survey. For example, in 2023, 43% of parents/guardians and 32% of the students completed the student engagement survey compared to 18% in 2022, a rate much lower than anticipated especially since the survey changed from California Healthy Survey to a local climate survey.
• In 2023, the survey was shortened and contributed to increased participation by parents and staff. We plan to hold focus groups with students to solicit feedback on increasing student participation on the survey to increase Educational Partner participation.

Goal #	Description
2	Improve College and Career Readiness: Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. 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 LCFF priorities 4 and 7.

Measuring and Reporting Results

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%	3.6%	5%
% of high school graduation cohort students who meet **A-G** requirements	28%	9%	21%	33.5%	40%
% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP)	58%	70%	63%	49.2%	60%
% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP)	22%	35%	23%	34.3%	50%
Schoolwide **ELA** Distance from Standard (DFS)	-20.6 (Yellow)	NA State did not publish DFS	-6.8 (Dashboard color was not provided by CDE)	-6.4 (orange)	-5 (Green)
Schoolwide **Math** Distance from Standard (DFS	-71 (Yellow)	NA State did not publish DFS this year	-47.7 (Dashboard color was not provided by CDE)	-43.0 (Yellow)	-25 (Yellow)
% of students scoring At Standard or Exceed Standard on the California **Science** Test	NA	41%	40%	34.4%	25%
% 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%	2.3%	10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 was intended to increase/improve college and career readiness. The school paid for a digital "bridge" that allowed the school's student information system to interface with the National Student Clearinghouse to provide data regarding student progress toward being CCRI prepared. The school purchased the Naviance platform to support students and staff to better understand and monitor student progress toward CCRI. The school continues to provide college awareness workshop session in the evening and weekends to make it convenient for families, particularly for Spanish-speaking families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2.1 - The cost for this action came in slightly higher at $124,369 than projected at $122,166 due increase in salary and benefits.
- Action 2.2 - The cost for this action came in slightly higher at $93,044 than projected at $75,124 due to increase in salary and benefits.
- Action 2.3 - The cost for this action came in higher $215,512 than projected at $128,954 due to costs associated with salaries & benefits of additional staff hired in 2023-24 to support students and increase in A-G/College and Career Readiness Indicator.
- Action 2.4 - The cost for this action came in slightly lower at $26,387 than projected at $58,400 because students were able to check out the textbooks and instructional materials from the school for the community college courses. The funds were added to support goal 2.3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 Actions are improving students to be college and career ready. The percentage of the students scored Proficient or higher on ELA (2023 CAASPP) was slightly higher than that of the state but was lower than desired. The schoolwide percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students Met or Exceeded the Standard for Mathematics was 34%, slightly lower than the state rate of 35%. The concerted effort made by staff in conveying the importance and benefit of participating in state assessments to students' and families was a success. The student participation rate increased to 99% on the state ELA and Mathematics assessment.

A review College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who complete the A-G requirements. Staff continues to work with students and families to convey the importance and benefits of completing UC/CSU course requirements for the upcoming class. CTE pathways and AP course offering has increased as well. The 2023 graduating class, approximately 58% of the students who were identified as prepared on the CCRI completed the A-G requirements, 3.6% of the students scored 3 or higher on AP courses while 1.8% completed a CTE pathway while earning their high school diploma. Furthermore, 5.6% earned the State Seal of Biliteracy, and 76% of the students earned college credits who were identified as prepared on the College and Career Readiness Indicator (CCRI).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our educational partners continue to express concern regarding the length and educational jargon required in the LCAP. Consequently, we continue to refine our language and reduce educational jargon. The following changes:

- The overall length of the LCAP was shortened as well as reworded the explanation section of the Goal and added updated performance data.
- The length of the description for Actions 1 through 4 was maintained without changing the substance of each action.
- The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to our educational partners.
- There were no modifications made to the metrics in 2023 related to the College and Career Metrics. The 2023 percentage of students scoring at Conditionally Ready or Prepared on the Early Assessment Program (EAP) declined from 63% in 2022 to 49.2% for ELA and increased in math to 34.29% from 23% in 2022. Similarly, the baseline for the percentage of students who graduated in the 2023 cohort who completed A-G requirements in 2023 was 27%, higher than 2022 rate of 21% and a CTE Pathway increased from 0.9% in 2022 to 1.8% in 2023. The schoolwide Distance from Standard (DFS) for ELA and math has been entered in the chart above titled “Measuring and Reporting Results.” According to the state, the 2022 California Dashboard was considered the baseline data and color was assigned to all the indicators in 2023.
- The sources of the data are also indicated under the metric description in the chart labeled “Measuring and Reporting Results” under goal 3.

Goal #	Description
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.

Measuring and Reporting Results

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%	N/A The state did not publish this data in 2021	53%	56.3%	58%
% of English Learners (ELs) who reclassify	8%	7%	N/A The state did not publish this data in 2021	24%	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	N/A The state did not publish this data in 2021	N/A The state did not publish this data in 2021	76%	40%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	62%	72%	46%	98%	100%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	N/A	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	40%	43%	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	100%	100%
% of students who have access to in a broad course of study	100%	100%	100%	100%	100%
% of students enrolled in a broad course of study	100%	100%	100%	100%	100%

% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	N/A	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	*N/A* *Did not measure in 2020-21—please see Goal analysis section for details*	82%	80%
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are offered and participate in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	N/A	15%	26%	24.1%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is a Broad Goal focused on providing students with the support they need to succeed academically. We were able to implement most of the corresponding Actions for the goal. To support our Students with Disabilities, PCA partners with the Department of Rehabilitation (DOR) and local businesses to provide support to our students via our job coach. The partnerships offer an opportunity for students to improve their knowledge, gain on-the-job experience, and build resumes to access competitive job opportunities in the future. PCA's job coach supports ATP students in acquiring paid volunteer, work experience, and part-time positions through community partnerships in collaboration with the DOR. Additionally, the job coach works closely with students and their families to increase independent skills to address the three areas of students' post-secondary needs.
PCA has offered Department of Rehabilitation (DOR) webinars and workshops for families and students. We provided more than 2 hours throughout the year through the DOR. The Education Specialists have received additional training regarding transition programs, to support students' post-graduation. Teachers received training and ongoing support in the implementation of the transition curriculum. Through DOR webinars, monthly workshops, and our online transition curriculum offerings, students have the flexibility to engage in a variety of transition activities that develop their readiness skills in the areas of college and career awareness and Independent Living. The action for students with exceptional need has been successful and a new action that will focus on graduation and dropout rate for students with exceptional needs has been added.
PCA conducted a survey during the current school year and 32% of the students responded which is an increase from last year when only 12% responded. The goal was 80%. We may have had too many questions, which may have overwhelmed students/families. We are going to shorten the survey to foster a better response. Once the survey is manageable, we don't think we'll have a problem meeting the goal next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 3.1 – The cost for this action came in higher at $170,244 than projected at $109,558 due to addition of translator and overall increase in salaries and benefits.
- Action 3.7 -The cost for this action came in higher at $126,604 than projected at $50,000 due to increase in staffing positions, salaries, and benefits.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We believe our Goal 3 Actions are helping us improve access and success in a broad course of study. All English Language Development (ELD) teachers participated in research-based professional learning, and English Language Learner's (ELL) performance indicators indicate positive results. In 2023, Twenty-three (21%) of the English Language Learners scored At Proficient on the 2023 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 17%. According to the 2023 California School Dashboard, 56% of English Learners are making progress towards English Proficiency which is slightly higher than the state rate of 49%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Families, staff, and students expressed the LCAP document was still too long and wordy. Consequently, we have made the following changes: In 2023, Goal 3's length and explanation, and updated performance data was maintained from 2022. The length was shortened in the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, and 3.10 without changing the substance of each action in 2023. Further, the source of data was added to identify to ensure consistency for monitoring. In 2023, the school continue to fund the digital library purchased in 2022.

The explanation of how the actions indicated with a "Y" in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

In 2023, the goal for students with exceptional learning needs was updated to focus on graduation rate while decreasing dropout rate because the special educational department had met the previous goal of "Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs."

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Plan Summary [2024-2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,891 students, 38% are eligible for free/reduced lunch, 2% are English Learners, 1% are Homeless Youth, and 0.1% live in foster care. Our unduplicated priority group percentage is 40%. About 12% of our students have exceptional learning needs. Further, 53% of our students are White, 30% are Hispanic or Latino, 9% are Two or More Races, 2% are Black or African American, 3% are Asian, a little over 1% are Filipino, 0.5% are American Native or Alaskan Native, and 0.2% are Native Hawaiian or Pacific Islander.

As a non-classroom-based independent study charter school, we pride ourselves in offering our students flexible, personalized learning experiences. We assign each family an appropriately credentialed home schoolteacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs' education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed virtually and in person. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over the next three years. The baseline data from 2022-23 school year will assist the school in establishing goals to reach by 2026-27 school year. The following is a review of PCA's academic data from 2022-2023 school year.

California Assessment of Student Performance and Progress (CAASPP) Data: Schoolwide and Student Group

- The student participation rate on the CAASPP assessments increased from 94% in 2022 to 99% in 2023.
- The chart below lists the results of 2022-2023 California Smarter Balanced Summative Assessments for English language arts/literacy (ELA), Mathematics and Science. The chart also lists State of California data for comparison purpose.

Pacific Coast Academy CAASPP Student Group Data	Total # of Students with scores	School % ELA Standards Met or Exceeded 2022-2023	State of CA % ELA Standards Met or Exceeded 2022-2023	School % Math Standards Met or Exceeded 2022-2023	State of CA % Math Standards Met or Exceeded 2022-2023	School % Science Standards Met or Exceeded 2022-2023	State of CA % Science Standards Met or Exceeded 2022-2023
All Students	2678	49.21%	46.66%	34.29%	34.62%	38.40%	30.18%
American Indian or Alaska Native	11	63.64%	33.85%	45.45%	21.95%	<11 students	20.16%
Asian	81	76.54%	74.70%	66.67%	69.93%	66.67%	60.59%
Black/ Afr. American	35	25.00%	29.85%	5.72%	16.89%	15.38%	14.16%
Filipino	38	71.05%	70.05%	50.00%	56.08%	<11 Students	48.91%
Hispanic/ Latino	792	40.10%	36.08%	24.87%	22.69%	28.88%	18.88%
Native Hawaiian or PI	6	<11 Students					
White	1415	51.20%	60.72%	36.47%	49.02%	40.74%	45.31%
2 or More Races	302	56.29%	59.82%	41.06%	48.54%	46.73%	44.54%
Stu. w/ Disabilities	316	28.16%	15.75%	20.26%	12.26%	18.65%	8.07%
Socio-Econ Disad.	981	43.23%	35.27%	25.38%	22.91%	29.59%	19.32%
ELL	55	5.46%	10.87%	12.72%	9.93%	10.00%	2.32%
RFEP	79	50.63%	57.91%	26.58%	37.47%	20.51%	30.53%
Homeless Youth	31	38.71%	25.80%	16.13%	16.15%	9.09%	13.04%
Foster Youth	*	<11 Students					

- In 2023, the percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%.
- In 2023, the schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 34%, slightly lower than the statewide average of 35%.
- 2023 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 38%, higher than the state rate of 30%.

CAASPP Student Groups Data: The table below highlights how PCA student groups performed compared to the statewide student groups in ELA and math.

PCA Student groups who performed at or better than statewide average in ELA	PCA Student groups who performed below the statewide average in ELA	PCA Student groups who performed at or better than statewide average in Mathematics	PCA Student groups who performed below the statewide average in Mathematics
• PCA's All Students (schoolwide), • American Indian or Alaska Native • Asian, • Filipino, • Hispanic • Students with Disabilities, • Socioeconomically Disadvantaged and • Homeless Youths	• African American or Black • White • English Learners • Two or More Races • Reclassified Fluent English Proficient (RFEP)	• American Indian or Alaska Native • Hispanic • Two or More Races • Students with Disabilities • English Learners • Reclassified Fluent English Proficient (RFEP) • Homeless Youth	• All Students (.05% below) • Asian • African American or Black • Filipino • White • Socioeconomically Disadvantaged

- American Indian or Alaska Native, Hispanic, Students with Disabilities, and Homeless Youths performed at or above than the state in both ELA and math.
- African American and White students performed below statewide student groups in both English Language Arts and Mathematics.
- Asian, Filipino. And Socioeconomically Disadvantage students performed at or above the State in ELA but below the State in math.
- Two or More races, Reclassified Fluent English Proficient (RFEP) performed at or above than the state in math but below in ELA.

2023 California Dashboard (Distance from Standards)

PCA English Language Arts	2022-2023	PCA Progress & Dashboard Color		State of CA Progress & Dashboard Color
All students	49.21%	Maintained 0.6 pts		Maintained -1.4 pts
English Learners	5.46%	Maintained -2.8 pts		Maintained -1.6 pts
Socioeconomically Disadvantaged	43.23%	Increased 8.5 pts		Maintained -1.2 pts
Students with Disabilities	28.16%	Increased 6.2 pts		Maintained 1.8 pts
Homeless	38.71%	Increased 45.9 pts		Declined 5 pts
African American	25.00%	Declined 11.4 pts		Maintained -2 pts
Hispanic	40.10%	Maintained 0.6 pts		Maintained -1.7 pts
Two or More Races	56.29%	Declined 8.5 pts		Maintained -0.8 pts
White	51.20%	Maintained 2.7 pts		Maintained -1.2 pts
Asian	76.54%	Maintained -0.1 pts		Maintained -1.2 pts
Filipino	71.05%	Increased 22.3 pts		Maintained -1.1 pts

PCA Mathematics	2022-2023	PCA Progress & Dashboard Color		State of CA Progress & Dashboard Color
All students	34.29%	Maintained 0.6 pts		Maintained 2.6 pts
English Learners	12.72%	Maintained -2.1 pts		Maintained -1.4 pts
Socioeconomically Disadvantaged	25.38%	Increased 11.2 pts		Increased 3.2 pts
Students with Disabilities	20.26%	Increased 12.9 pts		Increased 5.5 pts
Homeless	16.13%	Increased 26.3 pts		Maintained 0.5 pts
African American	5.72%	Declined 5.8 pts		Maintained 2.6 pts
Hispanic	24.87%	Increased 8.9 pts		Maintained 2.6%
Two or More Races	41.06%	Declined 8.1 pts		Maintained 2.5 pts
White	36.47%	Maintained 7.4 pts		Maintained 2.3 pts
Asian	66.67%	Maintained 12.8 pts		Maintained 2.3 pts
Filipino	50.00%	Increased 31.9 pts		Increased 4.8 pts

- All of the student groups with the exception of English Learners and African American students did as well or better than the statewide indicators on the California School Dashboard.
  - English Learners received red color in both ELA and Mathematics.
  - African American students received orange color in ELA, compared to the State's color of Yellow and matched the state color for mathematics.

2023 College and Career Readiness Indicator (CCRI)

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						

- The college and career indicator for 2023 was 36.4% of the students were prepared which is lower than the state rate of 43.9%.
- PCA's all students (schoolwide) performed medium for the California School Dashboard status same as the state's status.
- PCA's student groups performed low on being prepared for College and Career compared to the statewide average of medium.

2023 Graduation Rate

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)				

- 2023 schoolwide high school graduation rate increased to 91.4% which is slightly higher than the statewide average of 86.4%. The 2022-23 Graduation Rates chart compares the graduation rate of the school to the state rate, lists the graduation rate for numerically significant student groups, and dashboard color for schoolwide as well as numerically significant student groups.
- Students identified as low-socioeconomic increased from 84% to 88.6%, Hispanic students increased from 85% to 91.7%, White students increased slightly from 91% to 91.7%, and Students with Disabilities increased from 47% to 78.6% (Dashboard).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teachers had several opportunities to provide input into the LCAP. We invited teachers to attend/participate in our LCAP Advisory Committee meetings in October 2023 and January, March, and April 2024. Teachers provided input through LCAP Input Worksheets that they completed during regional team meetings. Teachers also responded to our staff LCAP survey.
Principal & Administrators	We invited school administrators to provide feedback through the staff LCAP survey and the LCAP Input Worksheet for school leaders. Members of the senior leadership team also attend LCAP Advisory Committee meetings.
Other School Personnel	We invited classified staff and other certificated staff members to complete LCAP input surveys and department based LCAP input worksheets
Parents	We invite parents/guardians to participate and provide feedback during our LCAP Advisory Committee meetings four times per year (October, January, March, and April). Parents and guardians also complete the LCAP input survey each school year.
Students	We invite middle and high school students to attend and provide input during LCAP Advisory Committee meetings (October, January, March, and April). Students in grades 4-12 also complete the annual student LCAP survey to rate various aspects of our program and share feedback on school strengths and areas for improvement.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Most of the feedback from Educational Partners was regarding Goal two. Additional Metrics were added to ensure we are monitoring the areas that were highlighted in the responses. Educational partners expressed to have an easier access to AP and ACT/SAT exams through the school. Students and parents would like to increase awareness of the importance of testing such as, CAASPP, AP, and SAT/ACT. They would also like to learn more about the CTE and AP options available to students. In addition, education partners would like to continue to provide the college and career fairs and highlight State Seal of Biliteracy options which has been added to the metrics in goal 2. Some educational partners expressed interest in college tours and requested additional support in completing college applications. The school will continue to fund the additional counselor position to assist with presenting information parents and students as suggested by the surveys. The survey results support Goal 2 which will address some of the suggestions and concerns students and parents expressed in the survey and meetings. Staff expressed a need for increased monitoring of EL students by HSTs and to build awareness/encourage teacher led ELD for direct instruction/additional support which has been highlighted in Goal 3. The school will continue to provide professional development to support multilingual students and students experiencing academic, and/or social emotional support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Optimize Conditions for Learning:** This goal focuses on ensuring student engagement by optimizing conditions for learning by addressing the LCFF priorities 1, 5 and 6.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services: (Rate of teacher misassignment, access to standards-aligned instructional materials and facilities in good repair-Fit Survey).

Priority 5: Student Engagement: School attendance rates, Chronic Absenteeism rates, Middle school dropout rate, High school graduation and dropout rate (School Pathways/CalPads).

Priority 6: School Climate: (Student suspension and expulsion rates; student surveys, English learner advisory Committee, Title I report)

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan (2024-25 through 2026-27) initially informed by performance data in the 2022-2023 school year. Goal one is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

In 2022-2023, ninety-nine percent of the teachers were fully credentialed and appropriately assigned based on California Education Code 44865. All students had access to instructional material aligned with state academic standards. The student attendance rate was 98%, the chronic absenteeism rate is 0.6% (Blue on Dashboard), and the suspension and expulsion rate were 0% (both were Blue on Dashboard). The climate surveys indicate that most of our students and parents feel safe and connected to the school.

The 2022-2023 high school graduation rate is 91.4%, higher than the state rate of 86.2%. Numerically significant subgroups' graduation rates are as follows: Socioeconomically disadvantaged group was 88.5%, Students with Disabilities 78.6%, Hispanic students 91.5%, and White students 91.6%. The overall graduation rate improved by 3% from the previous year. The focus continues to be on improving the quality of engagement data related to student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-27 Outcome	**Difference between Year 3 and Baseline**
1	% of teachers fully credentialed & appropriately assigned	99%			100%	
2	% of students who have access to the standards-aligned instruction materials resources	100%			100%	
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%			100%	
4	Chronic Absenteeism Rate (Dashboard)	0.5%			0%	
5	High School Graduation Rate (Dashboard)	91%			95%	
6	Student Suspension Rate (Dashboard)	0.0%			0.0%	
7	Student Expulsion Rate (Dashboard)	0.0%			0.0%	
8	% of students who feel high levels of connectedness to their school	98%			100%	
9	% of parents who strongly agree/agree Adults at the school care about students.	99%			100%	
10	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students.	96%			100%	

Goal Analysis for []

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF 1000 Salaries/3000 Benefits: $28,968,478	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF 4000 Instructional Materials: $7,844,683	Y
3	Maintain all facilities in “Good Repair”	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF 1000 Salaries/3000 Benefits: $161,410 3220 Non- Capitalized Equipment: $117,358 Total: $278,798	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer student engagement surveys.	$ 500	N
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide professional learning opportunities for staff to collaborate by grade level and/or subject to support student achievement.	Title II: $105,000 1000 Salaries/3000 Benefits $ 10,000 5000 Purchase Services Total: $115,000	N

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Improve College and Career Readiness:** Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. 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 LCFF priorities 4 and 7.	**Broad**

State Priorities addressed by this goal.

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Leaner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and are enrolled in all required areas of student (Student Learning Contract, School Pathways).

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness.

In 2022-2023: A review of College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who graduate meeting prepared on the CCRI, meet A-G requirements, increase enrollment in at least two Advanced Placement (AP) course and score 3 or higher on two AP examinations, and increase the percentage of students who complete a CTE pathways prior to graduation. The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness indicator among students. For example, 36.4% of high school students graduating were prepared for College and Career Indicator. Of the 36.4% students who were identified as prepared on the College and Career Readiness Indicator (CCRI), 76.4% of the students completed college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded and 3.6% of the students scored 3 or higher on two Advanced Placement courses, who were identified as being prepared on the College and Career Indicator. met UC/CSU requirements upon graduation. The graduating cohort had 27.5% met A-G course requirements. In 2023, 43.5% Earned a Golden Seal Merit Diploma. We continue to add CTE courses to support students' interest and career path.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24 (2022-23)	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	Schoolwide **ELA** Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)			0.0 (Green)	
2	Schoolwide **Math** Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)			-37.0 (Green)	
3	% of students scoring At Standard or Exceed Standard on the California **Science** Test (Dataquest)	34.4%			45.4%	
4	% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP) (Dataquest)	49.2%			55.2%	
5	% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP) (Dataquest)	34.3%			40.3%	
6	% of Cohort Graduates who met **UC/CSU Requirements** (Dataquest)	27.5%			33.5%	
7	% of students who met **UC/CSU requirements** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	58.2%			67.2%	
8	% of students in **AP Courses** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%			10.6%	
9	% of students completed a **CTE pathway** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%			8.8%	
10	% prepared on **College and Career Readiness Indicator (CCRI)** Dashboard Status (Dashboard)	Medium (36.4%)			51.4%	
11	% of **College Credit Courses** completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%			80%	
12	% of students who were identified as Prepared on the CCRI who received a **State Seal of Biliteracy**	5.5%			12.5%	
13	% of Graduates Earning a **Golden State Seal Merit** Diploma (Dataquest)	43.5%			49.5%	

Goal Analysis for [2023-2024]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF 1000 Salaries/3000 Benefits: $114,369 4000 Instructional Materials: $10,000 Total: $124,369	Y
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF 1000 Salaries/3000 Benefits: $288,500 4000 Instructional Materials: $104,544 Total: $393,044	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include maintaining funding for the additional counselor brought on in 2021-22 and teacher brought on in 2023-24.	LCFF 1000 Salaries/3000 Benefits: $258,095 4000 Instructional Materials/ 5000 Purchase Services: $15,000 Total: $273,095	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF 1000 Salaries/3000 Benefits: $10,400 4000 Instructional Materials: $19,600 Total: $30,000	Y

Goals and Actions

Goal

Goal #	Description	Type of 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. This Goal addresses LCFF priorities 2, 3, 4 and 7.	Broad

State Priorities addressed by this goal.

Priority 2: CCSS Implementation (Teacher participation in training/workshop regarding CCSS) for all students, including English Learners.

Priority 3: Parent Involvement: Efforts to seek parent input (WASC, LCAP, Surveys, LCAP Advisory, English Learner committee) and Promotion of parent participation (committees, school enrichment, field trips, student clubs, etc.,)

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Learner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and enrollment in all required areas of student (Student Learning Contract, School Pathway).

An explanation of why the LEA has developed this goal.

Goal 3 and corresponding Actions identify and address various needs of students to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs.

To improve student engagement and thus academic success, the Goal 3 Actions mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help students access and succeed academically. The designed metrics measure the success of the Actions. For example, one of the metrics involves monitoring the percentage of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year. These meetings play a pivotal role in reviewing academic progress, including identifying challenges, and needed support to maximize student learning. We believe student disengagement affected student performance outcomes. We made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity.

Thus, indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the 2023 California School Dashboard 2023 English Learner Progress Indicator (ELPI), 56.3% of the students were making progress toward English Language Proficiency which is higher than the state rate of 48.7%. In 2023, 21% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16.5%. The success of the ELL progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	% of English Learners (ELs) who made progress toward **English proficiency** as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	56.3%			62.3%	
2	% of English Learner students who scored proficient on the English Language Proficiency for **Summative ELPAC** (Dataquest).	20.9%			26.9%	
3	% of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by **school-administered parent survey.**	98%			100%	
4	**% of parents/guardians** of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who met with a counselor/coordinator once per school year	43%			63%	
5	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support **professional learning**	100%			100%	
6	% of students who have *access **and are** enrolled* in a **broad course of study (Pathways)**	100%			100%	
7	Decrease dropout rate of students with exceptional needs. (SELPA)	28.6%			23.6%	
8	% of **English Learners**, those in foster care, those living in low socio-economic conditions (priority groups) who are *offered **and** participate* in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%			34.1%	

Goal Analysis for [2023-2024]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF $137,835 1000 Salaries/3000 Benefits $32,409 5000 Purchase Services Total: $170,244	Y
2	Academic and Social-Emotional Supports	Academic and Social-Emotional Support. Our school experience survey results indicate there is still a need for increased and improved academic and social-emotional support (beyond Tier 1). To increase/improve Tier 2 student support, we will continue to fund the positions added because of COVID pandemic such as Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, Paraeducators, Intervention/Support Staff, an SEL Coordinator, Enrichments Specialist/Student Advisors, library support, and Foster Youth/Homeless Liaison.	LCFF 1000 Salaries/3000 Benefits: $2,516,150 4000 Instructional Materials: $165,800 Total: $2,681,950	Y
3	English Learner Supports	English Language acquisition data demonstrate positive trends, and we will continue to fund key support positions, including an English Language Development Director and integrated ELD professional learning costs.	LCFF 1000 Salaries/3000 Benefits: $125,221 4000 Instructional Materials: $23,130 5000 Purchase Services: $5,000 Total: $153,351	Y
4	Interim Assessments	To monitor ongoing student academic progress, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF 1000 Salaries/3000 Benefits: $265,470 4000 Instructional Materials: $145,412 Total: $410,882	Y
5	Students with exceptional needs: Community partnerships	By utilizing stronger collaboration between special education and general education staff, developing asynchronous SAI learning opportunities, and providing better communication with students and parents as they transition into high school from junior high, the school will decrease the drop-out rate of students with special needs	$0	N

Action #	Title	Description	Total Funds	Contributing
6	School Support Lead Position	This action focuses on creating and funding several positions to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF 1000 Salaries/3000 Benefits: $534,697	Y
7	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	$ 16,887 Title III, A 4000 Instructional Materials	N
8	Digital Library	The digital library program allows students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will continue to fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title I, A: 1000 Salaries/3000 Benefits: $105,000 4000 Instructional Materials: $80,000 Total: $185,000	N
9	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include the additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and the additional counselor to continue to improve direct academic support to students not demonstrating proficiency.	Title I, A 1000 Salaries/3000 Benefits: $410,057	N
10	Non-English Speaking Parent Support	Approximately 70% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to continue our bi-lingual (Spanish) ELD program assistants to help communicate with Spanish-speaking parents and students.	Title I, A 1000 Salaries/3000 Benefits: $77,157	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25 LCAP Year

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,150,930	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.14%	0%	$0	7.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	The family engagement surveys demonstrate that many of the students, particularly English Learners, low income, and those in foster care, do not have appropriate access to technology and internet. The school student demographics indicate 38% of the students are eligible for free/reduced lunch, 2% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 40%.	These expenditures are the most effective use of funds because most of our families choose to access our base instructional program online. Thus, they need technology capable of operating the latest versions (upgrades) of internet-based instructional supports and access to them online. This Action will be implemented schoolwide but principally benefits unduplicated groups because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with our online instruction.	The effectiveness of this Action will be measured through various metrics listed in Action 1, including our graduation rate, the percentage of students who have access to the standards aligned instruction materials resources, and our attendance rates.
1.5	Monitor Student Engagement. To determine why our students, disengage from school, we will purchase and administer a research-proven survey.	This expenditure is the most effective use of funds because we are purchasing a research-proven survey that provides the degree of detail we need to identify why students disengage and how to best address their needs. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated students because they typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of inflation.	The effectiveness of this Action will be measured by analyzing survey results, including the metrics listed in our Goal 1. For example, the percentage of students who feel high levels of connectedness to their school, the percentage of families of parents who strongly agree/agree that our learning environment is inviting, and the percentage of staff who strongly agree/agree our school offers a safe place for students.
2.1	Career Technical Education (CTE) Pathways: The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the score. In 2023, 36.5% of the students scored At Prepared on the CCRI, 1.8% completed a Career Technical Education (CTE) Pathway. To increase the number of students who complete a CTE Pathway, additional CTE certified teachers were hired, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways.	This expenditure is the most effective use of funds because it establishes increased and improved CTE courses and sequenced pathways. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school.	The effectiveness of this Action will be measured by analyzing the percentage of students who complete a CTE Pathway. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI

2.2	Advanced Placement (AP) courses and exams: In 2023, 3.6% of the students' score of 3 or higher on the AP exams. To increase the number of students who take and pass at least two AP examinations, we will add the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most effective use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training.	This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations	The effectiveness of this Action will be measured by analyzing the percentage of students who scored 3 or higher on AP exams. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.
2.3	A-G Readiness. This action focuses on increasing the percentage of students who pass A-G-approved classes. In 2023, 27.5% of the students (graduates) met UC/CSU requirements. We have been working diligently to implement approaches intended to demonstrate college and career readiness on the California School Dashboard. For example, we have been incrementally implementing A-G-approved courses, encouraging students to take four years of English, three years of mathematics, two years of History/Social Science, 2 years of Science (Biological for one year and Physical science for one year), one year of Visual & Performing Arts and one year of College-Preparatory Elective.	We believe this action reflects the most effective use of funds because expenditures include hiring additional academic counselors (thus reducing student caseloads) to facilitate improved A-G support/monitoring. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups are typically unaware of what courses meet the A-G requirements or have time to monitor the A-G progress at home.	We will measure the effectiveness of this Action by analyzing the percentage of students (graduates) who meet the UC/CSU requirement on Dataquest.
2.4	College Credit Courses. In the 2023 graduating class, approximately 76.4% college credits were earned by students who were identified as prepared on the College and Career Readiness Indicator (CCRI). The percentage identified as prepared on the CCRI was 36.5%. Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors/coordinators to meet with families at night and on weekends to explain college course opportunities and support.	Expenditures are the most efficient use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at the college level. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation.	The effectiveness of this Action will be measured by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

3.1	Parent Involvement. School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports.	Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most effective use of funds because services include direct interaction with families. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately.	We will measure the effectiveness of this Action by monitoring the percentage of families who attend our workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics).
3.2	Academic and Social-Emotional Support. The school experience survey results indicated the need for increased and improved academic and social-emotional support (beyond Tier 1) particularly for unduplicated students. To increase/improve Tier 2 student support, several positions were fund such as, Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	Expenditures are the most effective use of funds because services are provided directly to students in a manner most likely to address their needs. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable to the pandemic and now economic (inflation) adverse effects. Our supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. Our MTSS provides a structured approach to providing quality core instruction by aligning our resources to support student academic, behavioral, and social success.	We will measure the effectiveness of this Action by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics). We will also monitor the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see our Goal 3 metrics).
3.3	Interim Assessments. To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	Expenditures are the most effective use of funds because the California Board of Education has determined that the Student Growth Percentile (SGP) metric used by STAR360 is a valid measure of student growth. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated groups because they are most vulnerable to have learning loss due to the pandemic	We will measure the effectiveness of this Action by monitoring the percentage of students who score At Prepared on the College Career Indicator.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	English Learner Supports: 2023 California Schools Dashboard English Learner Progress Indicator score demonstrates 56% of the ELs are making progress towards English Proficiency and 21% of the English Language Learners scored at Proficient on the 2023 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 17%. This action includes paying for an English Language Development Director and integrated ELD professional learning costs	Expenditures are the most efficient use of funds because research demonstrates the need to provide ELLs with dedicated and integrated access to the core curriculum while simultaneously developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details.	This Action will be measured by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.
3.7	School Support Lead Position: This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Language Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, in 2023, the schoolwide percentage of students who Met or Exceeded the Standard for ELA is 49%. However, only 5% of the English Language Learners (ELL), 28% of the students with reported disabilities, 40% of Latino students, and 43% of Socioeconomically Disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap. The schoolwide percentage of students who Met or Exceeded the Standard for math is 34%. Moreover, 13% of the ELLs, 20% of our students with reported disabilities, 25% of our Latino students, and 25% of Socioeconomically Disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap.	Expenditures include funding a position to help monitor the academic progress of ELLs and other priority group students. Expenditures are the most efficient use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment.	The effectiveness of this Action will be measured by the percentage of unduplicated students scoring proficient (or higher) on the California Assessment of Student Performance and Progress (CAASPP).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount) --We will ***not*** use a qualitative methodology for any Actions. Our **r**equired percentage to increase or improve services is 7.14% ($5,150,930). The planned quantitative increase in services is 7.14% ($5,150,930**)** for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:
• Action 1.4- Technology
• Action 1.5- Monitor Student Engagement
• Action 2.1- Career Technical Education (CTE) Pathways
• Action 2.2- Advanced Placement (AP) courses and exams
• Action 2.3- A-G Readiness
• Action 2.4- College Credit Courses
• Action 3.1 -Parent Involvement.
• Action 3.2- Academic and Social-Emotional Support.
• Action 3.4- Interim Assessments

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that

support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the

LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 33,093,320	$ -	$ -	$ 816,820	40,848,352	$ 32,044,849	$ 8,803,503

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	$ 28,968,478	$ -	$ -	$ -	$ 28,968,478
1	2	Access to the standards-aligned instruction materials	All	$ -	$ -	$ -	$ -	$ 6,938,212
1	3	Maintain all facilities in “Good Repair”	All	$ -	$ -	$ -	$ -	$ -
1	4	Technology	All	$ 384,072	$ -	$ -	$ -	$ 384,072
1	5	Monitor student engagement	All	$ 500	$ -	$ -	$ -	$ 500
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	$ -	$ -	$ -	$ 115,000	$ 115,000
2	1	Career Technical Education (CTE) Pathways	All	$ 124,369	$ -	$ -	$ -	$ 124,369
2	2	Advanced Placement (AP) courses and exams	All	$ 93,044	$ -	$ -	$ -	$ 93,044
2	3	A-G Readiness	All	$ 215,512	$ -	$ -	$ -	$ 215,512
2	4	College Credit Courses	All	$ 30,000	$ -	$ -	$ -	$ 30,000
3	1	Parental Involvement	All	$ 109,558	$ -	$ -	$ -	$ 109,558
3	2	Academic and Social-Emotional Supports	All	$ 2,681,950	$ -	$ -	$ -	$ 2,681,950
3	3	English Learner Support	English Learners	$ 148,351	$ -	$ -	$ -	$ 148,351
3	4	Interim Assessments	All	$ 210,882	$ -	$ -	$ -	$ 210,882
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	$ -	$ -	$ -	$ -	$ -
3	6	Students with exceptional needs: Post-secondary readiness	Exceptional Needs	$ -	$ -	$ -	$ -	$ -
3	7	Special Program Lead Position	Priority Group	$ 126,604	$ -	$ -	$ -	$ 126,604
3	8	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	$ -	$ -	$ -	$ 16,887	$ 16,887
3	9	Digital Library (Title 1 Federal Funds)	All	$ -	$ -	$ -	$ 200,000	$ 200,000
3	10	Targeted Academic Support (Title 1 Federal Funds)	All	$ -	$ -	$ -	$ 390,000	$ 390,000
3	11	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	$ -	$ -	$ -	$ 94,933	$ 94,933

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 72,168,133	$ 5,150,930	7.14%	0.00%	7.14%	$ 4,124,842	0.00%	5.72%	Total:	$ 4,124,842
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 4,124,842

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	schoolwide	all	schoolwide	$ 384,072	0.00%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	$ 500	0.00%
2	1	Career Technical Education (CTE) Pathwa	Yes	schoolwide	all	schoolwide	$ 124,369	0.00%
2	2	Advanced Placement (AP) courses and ex	Yes	schoolwide	all	schoolwide	$ 93,044	0.00%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	$ 215,512	0.00%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	$ 30,000	0.00%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	$ 109,558	0.00%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	$ 2,681,950	0.00%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	$ 148,351	0.00%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	$ 210,882	0.00%
3	7	Special Program Lead Position	Yes	schoolwide	all	schoolwide	$ 126,604	0.00%

2023-24 PCA Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 39,511,524	$ 40,806,632

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	$ 28,068,983	$ 29,192,512
1	2	Access to the standards-aligned instruction materials	No	$ 6,564,217	$ 6,648,265
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -
1	4	Technology	Yes	$ 605,910	$ 384,072
1	5	Monitor student engagement	Yes	$ 500	$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ 107,000	$ 103,995
2	1	Career Technical Education (CTE) Pathways	Yes	$ 122,166	$ 124,369
2	2	Advanced Placement (AP) courses and exams	Yes	$ 75,124	$ 93,044
2	3	A-G Readiness	Yes	$ 128,954	$ 215,512
2	4	College Credit Courses	Yes	$ 58,400	$ 26,387
3	1	Parental Involvement	Yes	$ 109,558	$ 170,244
3	2	Academic and Social-Emotional Supports	Yes	$ 2,563,500	$ 2,681,950
3	3	English Learner Support	Yes	$ 146,535	$ 148,351
3	4	Interim Assessments	Yes	$ 208,857	$ 210,682
3	5	Students with exceptional needs: Community partnerships	No	$ -	$ -
3	6	Students with exceptional needs: Post-secondary	No	$ -	$ -
3	7	Special Program Lead Position	Yes	$ 50,000	$ 126,604
3	8	Professional learning related to English Learners	No	$ 16,887	$ 8,622
3	9	Digital Library (Title 1 Federal Funds)	No	$ 200,000	$ 184,809
3	10	Targeted Academic Support (Title 1 Federal	No	$ 390,000	$ 410,057
3	11	Non-English Speaking Parent Support (Title 1	No	$ 94,933	$ 77,157

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,564,842	$ 4,118,104	$ 4,181,716	$ (63,612)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	$ -		0.00%	0.00%
1	2	Access to the standards-aligned instruction materials	No	$ -		0.00%	0.00%
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -	0.00%	0.00%
1	4	Technology	Yes	$ 605,910	$ 384,071.64	0.00%	0.00%
1	5	Monitor student engagement	Yes	$ 500	$ 500.00	0.00%	0.00%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ -	$ -	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	$ 107,000	$ 124,368.84	0.00%	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	$ 122,166	$ 93,044.16	0.00%	0.00%
2	3	A-G Readiness	Yes	$ 75,124	$ 215,512.00	0.00%	0.00%
2	4	College Credit Courses	Yes	$ 128,954	$ 26,387.06	0.00%	0.00%
3	1	Parental Involvement	Yes	$ 109,558	$ 170,244.21	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	$ 2,563,500	$ 2,681,950.35	0.00%	0.00%
3	3	English Learner Support	Yes	$ 146,535	$ 148,351.06	0.00%	0.00%
3	4	Interim Assessments	Yes	$ 208,857	$ 210,682.36	0.00%	0.00%
3	5	Students with exceptional needs: Community partnerships	No	$ -	$ -	0.00%	0.00%
3	6	Students with exceptional needs: Post-secondary	No	$ -	$ -	0.00%	0.00%
3	7	Special Program Lead Position	Yes	$ 50,000	$ 126,604.00	0.00%	0.00%
3	8	Professional learning related to English Learners	No	$ -		0.00%	0.00%
3	9	Digital Library (Title 1 Federal Funds)	No	$ -		0.00%	0.00%
3	10	Targeted Academic Support (Title 1 Federal	No	$ -		0.00%	0.00%
3	11	Non-English Speaking Parent Support (Title 1	No	$ -		0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 42,188,823	$ 3,564,842	0.00%	8.45%	$ 4,181,716	0.00%	9.91%	$0.00 - No Carryover	0.00% - No Carryover

Coversheet

Amended Charter Bylaws

Section: III. Operational
Item: F. Amended Charter Bylaws
Purpose: Vote
Submitted by:
Related Material: PCA Third Amended Bylaws_RED 06.21.2024.pdf

Pacific Coast Academy

~~Second~~ Third Amended Bylaws

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~~SECOND~~ THIRD AMENDED BYLAWS OF PACIFIC COAST ACADEMY

a California Nonprofit Public Benefit Corporation

ARTICLE I – OFFICES

SECTION1. PRINCIPAL OFFICE

The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

SECTION 2. OTHER OFFICES

The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II – OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III – NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV – DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V – NO-MEMBERS

SECTION 1. NO MEMBERS

The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

SECTION 2. AUTHORITY VESTED IN BOARD

Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

SECTION 3. ASSOCIATES

The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI – DIRECTORS

SECTION 1. POWERS

Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and

to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

SECTION 2. NUMBER AND QUALIFICATION

The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the board. Directors shall be elected by a vote of a majority of directors then in office. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

SECTION 3. CONFLICTS OF INTEREST

For so long as the corporation is authorized to and operates a California charter school, the corporation shall be subject to Government Code Section 1090 et seq. and the Political Reform Act, per Education Code Section 47604.~~1RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. In accordance with the California Corporations Code, no more than 49 percent of the persons serving on the board of directors may be "interested persons" (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services~~

~~rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Spouses of staff are ineligible to serve as a member of the board of directors to avoid any conflicts of interest under Government Code section 1090. The board of directors and designated staff members are required to follow the recusal processes identified in the Government Code sections 1091 and 1091.5, and the Political Reform Act (Government Code sections 87100, et seq.).~~

SECTION 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD

Each director shall hold office for three (3) years. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

SECTION 5. DIRECTOR SELECTION

New directors shall be selected in the sole discretion of the majority of the board at the time of selection. The board will endeavor to advertise any director vacancies on its website and to the school community. Current board members may also recommend potential new directors to the board. The board will accept applications to fill available vacancies. The board is not obligated to select any applicant if, in the board's sole discretion, it does not believe the applicant possesses the requisite skills, availability, demeanor, etc., suitable for the director position even if that means the position will remain vacant. At least one member of the board of directors will be a community member or a parent of Pacific Coast Academy student.

SECTION 6. RESIGNATION OF DIRECTORS

Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

SECTION 7. REMOVAL OF DIRECTORS

Any director may be removed at any time by a majority vote of directors then in office, with or without cause.

SECTION 8. VACANCIES

Vacancies on the board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until expiration of the term of the replaced director, if mid-term, and for the term if voted in at the beginning of a new term.

SECTION 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE

Any meeting of the board of directors may be held at any place within the county in which the greatest number of pupils who are enrolled in the School reside that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another and a majority of the members are within the county in which the greatest number of pupils who are enrolled in the School reside. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the directors at least seventy-two (72) hours prior to the time of the holding of the meeting.

SECTION 10. ANNUAL AND REGULAR MEETINGS

The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code sections 54950, et seq., as said chapter may be modified by subsequent legislation. This Act requires that at least 72 hours before a regular meeting, and 24 hours before a special meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SECTION 11. SPECIAL MEETINGS

Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board or a board majority.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, or electronic transmission, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director.

SECTION 12. QUORUM

A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by the board of directors requires a vote of the majority of the acting board of directors subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain

transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors).

SECTION 13. WAIVER OF NOTICE; CONSENT

Notice of a meeting required by the Corporations Code need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director. Notice of all meetings shall be given in accordance with the requirements of the Ralph M. Brown Act, California Corporations Code sections 54950, et seq.

SECTION 14. ADJOURNMENT

A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given in the same manner as provided for special meetings, unless notice is waived as provided for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the adjourned meeting was held within 24 hours after the time of the adjournment.

SECTION 15. FEES AND COMPENSATION

Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

ARTICLE VII – COMMITTEES

SECTION 1. COMMITTEES OF DIRECTORS

The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, shall be advisory only.

SECTION 2. MEETINGS AND ACTION

Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the

committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws. If required by law, committee meetings shall be held in accordance with the Ralph M. Brown Act, California Government Code sections 54950, et seq.

ARTICLE VIII – OFFICERS

SECTION 1. OFFICERS

The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

SECTION 2. ELECTION

The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

SECTION 3. OTHER OFFICERS

The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

SECTION 4. REMOVAL AND RESIGNATION

Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

SECTION 5. VACANCIES

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

SECTION 6. CHAIRMAN OF THE BOARD

The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

SECTION 7. PRESIDENT

Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

SECTION 8. VICE PRESIDENTS

In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

SECTION 9. SECRETARY

The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

SECTION 10. CHIEF FINANCIAL OFFICER

The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct

books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX – INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

SECTION 1. DEFINITIONS

For the purposes of this Article IX, the definition of the terms “agent”, “proceeding”, and “expenses” shall be governed by Section 5238 of the Code.

SECTION 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES

The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

SECTION 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION

The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a

judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

SECTION 4. INDEMNIFICATION AGAINST EXPENSES

To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

SECTION 5. REQUIRED DETERMINATIONS

Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

SECTION 6. ADVANCE OF EXPENSES

Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

SECTION 7. OTHER INDEMNIFICATION

No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding,

whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

SECTION 8. FORMS OF INDEMNIFICATION NOT PERMITTED

No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

SECTION 9. INSURANCE

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X – RECORDS AND REPORTS

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

SECTION 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

SECTION 3. INSPECTION

Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

SECTION 4. ANNUAL REPORTS

The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS

As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest, if any such transaction occurred. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI – GENERAL MATTERS

SECTION 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS

All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

SECTION 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED

Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

SECTION 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS

The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

SECTION 4. CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII – AMENDMENTS

The board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Pacific Coast Academy, a California nonprofit public benefit corporation, does hereby certify that the foregoing ~~Second~~ Third Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of Pacific Coast Academy on ~~March 25, 2021~~ June 27, 2024.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this ~~25st~~ 27th day of ~~March~~ June ~~2021~~2024.

_____

Jessica Ackermann

Pacific Coast Academy ~~Board~~ Secretary

Coversheet

Resolution for Participation in the Exact Path Program

Section: IV. Other Business
Item: B. Resolution for Participation in the Exact Path Program
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2024-06 PARTICIPATION IN THE EXACT PATH PROGRAM_Proposed 6.7.24.pdf

Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2024-06
PARTICIPATION IN THE EXACT PATH PROGRAM

WHEREAS, the Charter Schools Act, California Education Code sections 47600, et seq., provides that existing charter schools are eligible for renewal in large part based upon a school's performance levels schoolwide on all the state indicators, as reported on the California School Dashboard accountability system;

WHEREAS, the Pacific Coast Academy's 2023 English Language Arts Dashboard Indicator is Yellow and the Pacific Coast Academy's 2023 Mathematics Dashboard Indicator is Yellow;

WHEREAS, the Pacific Coast Academy's Current Year Renewal Performance Category for purposes of Education Code section 47607 is Middle Performing;

WHEREAS, the governing board of Pacific Coast Academy has determined that increased academic achievement in all student groups in all subject areas is in the best interest of the students enrolled at Pacific Coast Academy and is in the best interest of Pacific Coast Academy to ensure student success and school renewal opportunities;

WHEREAS, the governing board of Pacific Coast Academy has determined it is in the best interest of the school to provide an incentive to reward students for participating in the Exact Path program, or other administratively adopted program. This program will help students practice and improve the skills they need at their grade level and will demonstrate growth in math, reading, and language arts, which can be used to support Pacific Coast Academy's eligibility for renewal;

WHEREAS, the governing board of Pacific Coast Academy will incentivize students to engage in the Exact Path program to help them practice and improve skills they need at their grade level and to demonstrate growth by offering additional planning amounts allocated towards educational materials for their educational plans upon meeting certain participation benchmarks;

NOW, THEREFORE, BE IT RESOLVED THAT:
The governing board of Pacific Coast Academy authorizes the Executive Director to do the following:
After the Fall 2024 STAR 360 benchmark assessment administration window closes on August 30, 2024, and before the Winter 2024 STAR 360 benchmark assessment administration window opens on December 1, 2024, all students in Kindergarten and grades 1 through 12, inclusive, who complete enough Exact Path lessons to earn eight (8) trophies in Mathematics, eight (8) trophies in English Language Arts and eight (8) trophies in Reading will have additional planning amounts, not to exceed $800, allocated towards educational materials for their educational plans at the start of the second semester. The additional planning amounts will be administered in accordance with the processes developed by the Executive Director. Said additional planning amounts must be in line with the budget adopted by the governing board of Pacific Coast Academy.

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 June 27, 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 May 14, 2024

APPROVED

Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time
Tuesday May 14, 2024 at 6:00 PM

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

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

Directors Absent
None

Directors who arrived after the meeting opened
Eric Banatao

Guests Present
Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

B. Roll Call of Board Members

Eric Banatao arrived at 6:04 PM.

C.

Approval of Agenda

Kim Gill made a motion to approve the agenda.
Rose Arevalo seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Hearing for the Local Control Accountability Plan (LCAP)

The public hearing for the Local Control and Accountability Plan (LCAP) began at 6:02 and closed at 6:31.

E. Public Comments

There were no public comments

F. Executive Director's Report

The Executive Director shared an update on the following items:
-- SoCal Scholars Academy
-- 2024-25 Enrollment and Staffing
-- Testing
-- Current Student Growth
-- Exact Path
-- 6th Grade Camp
-- PCA Community Events
-- Special Populations Support
-- High School Prom and Grad Night
-- WASC Accreditation

II. Finance

A. March Finance Package

Kim Gill made a motion to approve the March finance package.
Eric Banatao seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Resolution Establishment of Opening and Closing of Accounts

Jessica Ackermann made a motion to Approve the Resolution to Close the Wells Fargo Account and Open an Account with Omni.
Rose Arevalo seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Policy to Allow for Investing

Kim Gill made a motion to Approve Policy to Allow for Investing.

Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Operational

A. Employee Benefits Renewal Proposal

Rose Arevalo made a motion to Approve employee Benefits Renewal Proposal.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Other Business

A. 2024-25 Board Meeting Calendar

Jessica Ackermann made a motion to Approve the 2024-25 Board Meeting Calendar with the Proposed Changes.
Kim Gill seconded the motion.
All dates will remain as proposed except the following:
August meeting changed to Wednesday, August 14th
September meeting changed to Tuesday, September 10th
June meeting changed to Wednesday June 25, 2025

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

B. Field Trip over $80: Sacramento 4th grade

Rose Arevalo made a motion to Approve the Sacramento 4th Grade Trip.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Agreement for Professional Services with San Diego State University Research Foundation

Benjamin Fung made a motion to Approve Agreement for Professional Services with San Diego State University Research Foundation.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Consent Agenda

A. Approve Minutes

Rose Arevalo made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-14-24.
Kim Gill seconded the motion.

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

B. 2024-25 PCA Parent Student Handbook

C. 2024-25 PCA Employee Handbook

D. 2024-2025 Compensation Policy and Stipend Charts

E. Non-Compliance Policy and Procedure

F. Evaluation Policy

G. Chaperone Policy

H. 2024-25 Staff Contract Template

I. 2024-25 Promotion Acceleration and Retention Policy

J. Invoices over $100,000

K. Approve Consent Agenda

Rose Arevalo made a motion to Approve the Consent Agenda.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Announcement of Next Scheduled Meeting- June 27 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 7:26 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. 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. When a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. When 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 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

2024-2025 PCA Parent Student Handbook

Section: V. Consent Agenda
Item: B. 2024-2025 PCA Parent Student Handbook
Purpose:
Submitted by:
Related Material: PCA 2023-24 Parent Student Handbook_Rev 12.15.2023_RED 6.6.24.pdf

Pacific Coast Academy

Parent/Student Handbook

~~2023-2024~~ 2024-25

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SCHOOL MISSION STATEMENT

MISSION STATEMENT

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

DESCRIPTION OF THE PROGRAM

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of secular curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse educational vendor services

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

At our schools, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast Students Are:

Inquisitive Learners - Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

ADMISSIONS, REGISTRATION, & INTAKE

Upon offering enrollment, the following required registration documentation includes: Proof of age, immunization record or waiver, housing questionnaire, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. Pacific Coast Academy serves San Diego County, Imperial County, Riverside County, and Orange County. If, while attending our school, a family moves, they must submit a new proof of residence annually and within ten days of a mid-year change in residence by completing the POR Survey in the Parent Portal. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster/Migratory Youth and students of active military families.

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. The document submitted must be a full copy that includes all pages. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g., CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must be current and have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Affidavit to Verify Residency Form
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be uploaded to the registration portal, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion. The school reserves the right to independently evaluate the appropriate grade level for enrolling students.

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

THE PARENT/GUARDIAN/LEARNING COACH'S ROLE

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher to ensure your student participates fully in their homeschool learning journey.
- Complete and submit the monthly Student Learning Log (attendance log).
- Support student(s) in completing the school-assigned benchmark testing (STAR 360) up to 3 times per school year.
- Support student(s) in attending state mandated CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings as specified in the Independent Study policy (two meetings per semester in-person within 60 days, every other learning period), as well as attend any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).
- Regularly support your student in their attendance and continual participation in any and all:
    - Intervention
    - Specialized Academic Instruction

    - and/or related Special Education services as written into their Individualized Education Program, if applicable.
- Ensure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team.
- Furnish your student with a learning environment that is conducive to student learning.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- No offensive comments, language, or gestures are part of the learning environment.
- Impersonating another person on an online platform is prohibited.
- Use only your own username and password for online platforms and do not share these with others.
- Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

VIRTUAL MEETINGS

Virtual meetings with school staff shall be held in school-maintained, school-initiated virtual meeting platforms (e.g., Zoom, Google Meet). Recording, or taking photos, screenshots, or recorded audio transcription of school meetings is not allowed by parents/guardians/educational rights holders/students, with the exception of IEP and 504 team meetings. Parents have the ability to audio record IEP and 504 team meetings with advanced notice to Pacific Coast Academy per Education Code section 56341.1(g). School meetings with students or relating to students are considered to be confidential communications. As such, PCA staff members have an expectation of confidentiality and duty to ensure confidentiality of such communications. School staff may, on occasion, initiate recording of general information meetings, as well as live Zoom classes, intended for parents, absent students,

administration, accreditation organizations, other teachers, and those with a legitimate educational interest in the materials, but in such cases, recording will be disclosed, and consent obtained by participants in advance of participation in the meeting.

ZOOM DISCLAIMER

The purpose of the Zoom Disclaimer (Student/Parent Zoom Acceptable Use) is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school.

The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

Zoom Acceptable Use

In order to create a safe, trustworthy, and respectful environment for students when taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom 'lobby' until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
    - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
    - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.
    - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
    - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following;
        - threatening to kill someone;
        - threatening to sexually assault someone;

        - threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury;
        - asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services -
    - Counterfeit goods and services;
    - Drugs and controlled substances;
    - Human smuggling or trafficking;
    - Products made from endangered or protected species;
    - Sexual services;
    - Gambling, betting or wagering activities;
    - Unauthorized multi-level marketing businesses;
    - Stolen goods; or
    - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g., bombs, 3D printed guns, etc.).
- Copyright, trademark, defamation, right of publicity, and impersonation
    - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
    - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to suggest that there is a relationship with the trademark owner when there is not.
    - Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
    - The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
    - Impersonation is pretending to be someone you are not.

Consequences

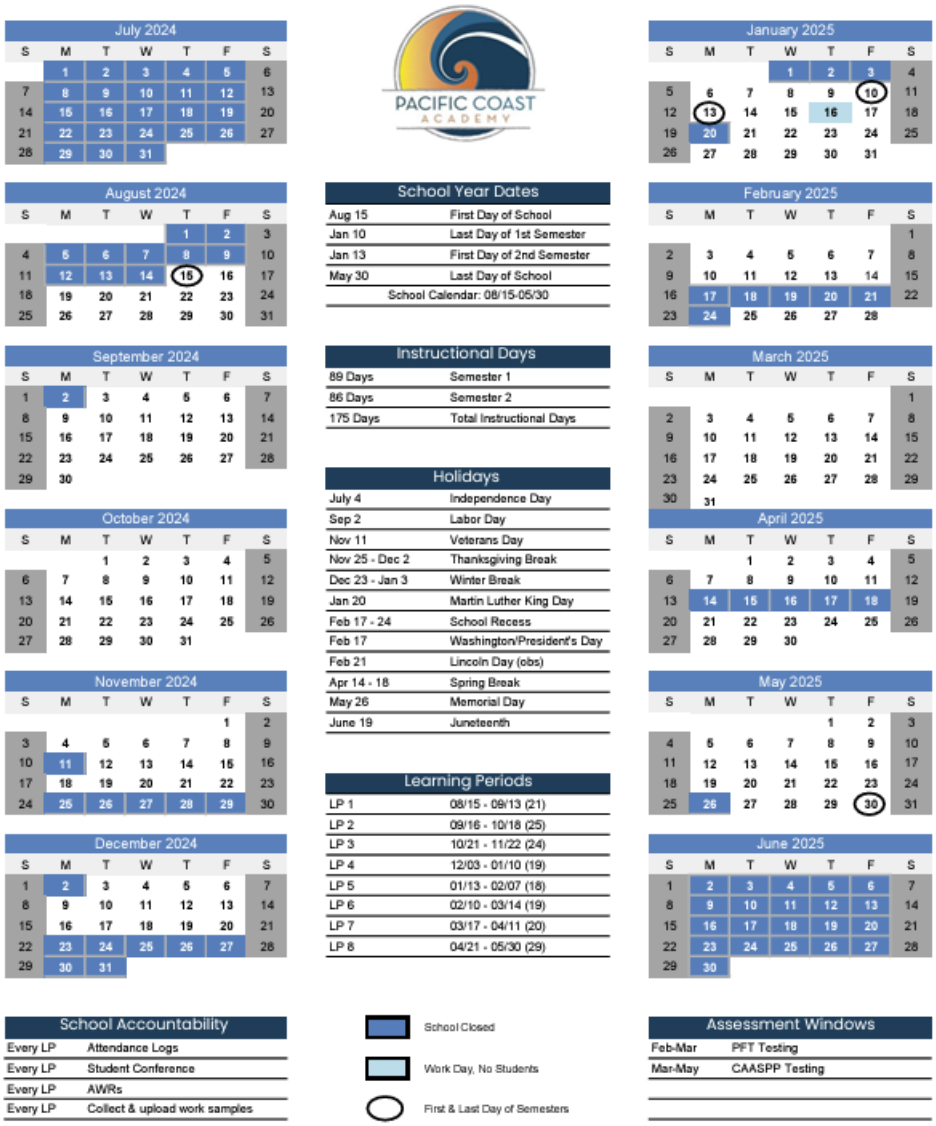
Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.



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				

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					

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
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 Accountability

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

School Closed

Work Day, No Students

First & Last Day of Semesters

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/guardians/learning coaches design a learning plan that can incorporate:

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

If you are looking for an engaging, easy-to-follow learning platform, explore in-house curriculum options, such as ~~K12, ALEKS, Redbird, Edgenuity, and Choice Plus Academy~~ Choice Plus Academy, Edgenuity, Spark Program, Accelerate Education, ALEKS, and K12. Additional curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the school's ordering system.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher or HQT (for middle/high school Edgenuity and ChoicePlus Academy programs) and she/he will do their best to work with you to identify alternative lessons to meet the lesson objectives.

CURRICULUM: TRANSITIONAL KINDERGARTEN - 8TH GRADE

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or ~~unlimited choices of homeschool curriculum~~ a wide variety of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten

- EmbarK12 by K12 - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade

- ~~K12 - Online & Offline~~
- ~~Redbird - Online Math (Grades K-2) and Language Arts/Writing courses (2nd Grade)~~
- ~~Other Curriculum - Can be ordered through the school's ordering system~~

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

3rd-5th Grade

- ~~K12 - Online & Offline~~
- ~~ALEKS - Online Math courses~~
- ~~Redbird - Online Math and Language Arts/Writing courses~~
- ~~Other Curriculum - Can be ordered through the school's ordering system~~

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - ALEKS - Online math courses
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

6th-8th Grade

- ~~ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.~~
- ~~Edgenuity - Online, engaging, video-based curriculum~~
- ~~ALEKS - Online Math courses~~
- ~~Redbird - Online Math and Language Arts/Writing courses (Grades 6 & 7)~~
- ~~Other Curriculum - Can be ordered through the school's ordering system~~

- Choice Plus Academy

    - Provides live, academic instruction classes for 6th - 12th grade students, which are taught by our dynamic, highly qualified teachers. Students attend live classes 1-2 times per week and complete offline work the other days of the week. Highly Qualified Teachers are available to offer support and assistance to students.
- Edgenuity
    - Online, engaging, video-based curriculum supported by our Highly Qualified Teachers.
- Accelerate Education
- Online Curriculum
    - ALEKS - Online Math Courses
- Other Curriculum - Can be ordered through the School's ordering system

CURRICULUM: HIGH SCHOOL

Our school develops an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals, graduation requirements, and post high school plans. We provide high school students with various homeschool curricula and educational vendor options, including "a-g," honors, and AP courses. ~~Students have the freedom to choose courses from the curricula listed below:~~ Courses may be selected from the curricula listed below:

Taught by our school's content teachers (HQTs):

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Edgenuity: Online, teacher supported, engaging video based curriculum
- Both Edgenuity and ChoicePlus Academy offer a variety of honors and AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:
    - AP Biology
    - AP Calculus AB
    - AP English Language & Composition
    - AP English Literature and Composition
    - AP Spanish Language & Culture
    - AP U.S. Government & Politics
    - AP U.S. History
    - AP World History

Offered by external providers:

- ALEKS - Pre-Algebra & Math Foundations Elective online math courses
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system

We also adopt AP and honors courses from Accelerate, Apex Learning, ASU Prep, iLead, Pearson Online, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

~~For the 2023-2024 school year, we~~ We recognize the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check here.

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. Students will work with their high school counselor to develop ~~an~~ a 4-Year Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. Students should reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
History / Social Science	6 semester courses (*Must include one year of US History, one year World History, one semester of Government, and one semester of Economics)*	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 is a graduation requirement)*	20
Science	4 semester courses (*Must include one year of Physical Science and one year of Biological Science)*	20
Visual & Performing Arts	2 semester courses	10
World Language		
Career Technical Education (CTE)		
Electives	18 semester courses	90
	Total =	**200 Credits**

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will ~~be rolled~~ roll over to the Electives category.

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students applying to a 4-year college should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and strongly recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History | Social Science	2 years *(one year of World History and one year of US History, or one semester of US History and one semester of Government)*
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) *3 years through Algebra II/Integrated Math III.* *Pre-Algebra and Consumer Math do not count towards this requirement*
d	Laboratory Science	2 years (3 years strongly recommended) *(At least two of the three disciplines of Biology, Chemistry, and Physics)*
e	Language Other Than English	2 years (3 years strongly recommended) *(Must be the same language)*
f	Visual & Performing Arts	1 year of the same discipline
g	College-Preparatory Elective	1 year

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
• English 9 • Algebra 1 • Biology • WLG Year 1 • VPA • Elective	• World History • English 10 • Geometry • Chemistry • WLG Year 2 • Elective	• US History • English 11 • Algebra II • Physics • WLG Year 3	• Economics and Government • English 12 • Precalculus • Elective • Elective

All “a-g” courses must be completed with a grade of C or better. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to verify SAT or ACT requirements for colleges for which they are interested.

For more information, please visit the sites below:

- "a-g" Requirements
- "a-g" Course List
- SAT Information
- ACT Information

HIGH SCHOOL ELECTIVE CREDIT FOR MIDDLE SCHOOL STUDENTS

*Please see the concurrent enrollment section of the handbook for information regarding middle school students taking College courses.

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. ~~As a parent-choice school, we~~ We allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact ~~your Homeschool Teacher~~ our High School Counseling Department to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

It's important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).
- ~~Students can't "block schedule" multiple courses in the same subject per year.~~
- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.
- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the A portion in the fall and the B portion in the spring.
- If your student is interested in playing sports in college they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
    - Three years of English
    - Two years of math
    - Two years of science (one life and one physical)

- Three years of social science (world history, US history, government, and economics)
- One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra I and Geometry in middle school, they will need to take Algebra II and PreCalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra I, readiness must be verified with one or more of the following:
  - A body of work from a state standards-aligned curriculum demonstrating a high level of quality for Pre-Algebra/Math 8.
  - An Algebra I readiness exam. This is required for all students who did not successfully complete a standards-aligned Math 8 curriculum.
- ~~For Algebra 1, your HST will verify that a standards aligned Math 8/Pre-Algebra has been completed. If not, your student will be required to take a proctored readiness exam.~~

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact the high school sequence of courses. ~~high school~~
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)
- If your student starts to struggle in the high school course please contact your ~~HST~~ Homeschool Teacher right away

If you have any questions about this policy, please let your ~~HST~~ Homeschool Teacher know before signing up for the high school course(s).

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within four years of starting high school. Short and long term goals will be created based on the needs of each student. A high school counselor is also assigned to each student and will review the IGP each year. High School courses are assigned after the IGP is approved by the

high school counselor and/or high school administrative team.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and high school counselor if they wish to graduate high school early. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students must be enrolled in a minimum of four courses (20 credits) each semester. ~~Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation.~~ Students who fail a course will earn 0 credits for the course and could potentially no longer be "on track" for graduation. Students who become credit deficient should work with their teacher and high school counselor to adjust the Individualized Graduation Plan.

Students may take a maximum of 40 credits per semester based on HST and counselor recommendation. Any student requesting more than 40 credits in a semester will require approval by a High School Administrator. No more than 50 credits per semester will be approved.

I CAN STATEMENTS

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

~~ASSIGNMENT & WORK RECORDS (AWR)~~

~~Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.~~

ACADEMIC INTEGRITY

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. The school reserves the right to use plagiarism tools to verify the academic integrity of student work.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Inappropriate use of Artificial Intelligence (AI), such as generating content or answers, plagiarizing, or manipulating assessments
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats
- Engaging a parent, sibling, classmate, or any other individual/prohibited resources to assist with a test or examination

Any student known to have acted without academic integrity will be subject to disciplinary action and/or the non-compliance policy in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.
- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be documented for staff use.
- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will follow the non-compliance policy, ~~also~~ hold ~~another~~ a required administrative conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject to the following consequences:
    - Copy of academic dishonesty ~~cheating~~ referral placed in permanent cumulative file
    - Proctored unit tests and finals by a staff member (HST)
    - Restricted from participating in school activities (field trips, prom, graduation)
    - Ineligible to receive letters of recommendation from staff and faculty

- **Fifth offense:** For the fifth offense of academic dishonesty, a disciplinary hearing will be held, with possible referral to non-compliance or expulsion from the school as a result.

REPORT CARDS

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. For TK-8th grade students, teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

AWRS - ASSIGNMENT AND WORK RECORDS

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards or high school course assignments. After the assignments have been completed by the student, the teacher will grade and record the work done in the Pacific Coast Academy Student Information System. These records are called AWRs and are created by the HST each learning period and available to the parent.

REPORT CARDS - TK-8TH

At Pacific Coast Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.

~~It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.~~

REPORT CARDS - HIGH SCHOOL

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on quality of work and work completed in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher.

The chart below shows the grading rubric for high school courses:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

*Please see below for our policy regarding college courses taken prior to the second semester of 9th grade.

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student.
- In order for a high school student to take a college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment as posted on the college's website
- Students must submit completed concurrent enrollment forms to the high school counselor for processing. Blank concurrent enrollment forms will not be approved
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- High School students must remain full-time students in good academic standing. Students must take a **minimum of 15*-20 credits per semester** in high school. ~~(~~*The college course must be on Master Agreement for students to drop down to 15 credits. See the Process to Enroll below.~~)~~
- High School students can take a **maximum total of 11 college credits per semester**
- Students may take core academic or elective courses at the college
- Students should consult with their high school counselor before enrolling in a college course The counselor will advise on college courses and check graduation requirements
- ~~High school credit is only awarded for courses articulated in advance~~
- High school credit will not be granted for courses taken at colleges/universities with a religious worldview, regardless of course subject
- Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Our school will accept courses taken through 4-year college/university programs for elective credit only. Contact your student's counselor before signing up. ~~Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Contact your student's counselor before signing up~~
- The high school counselor will approve courses based on course history, academic standing and overall GPA. Please ensure that all official transcripts from previous college courses have been sent to the Records Department; **the counseling team cannot sign concurrent enrollment forms when there are missing official college transcripts from previous semesters.**

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
  - ~~Remedial courses count towards the Elective graduation requirement~~
  - US History and World History courses must cover a comprehensive timeline. US History courses must ~~at least~~ cover Reconstruction to the present day. World History courses must ~~at least~~ cover the 1800s to present day
- We do not determine which college courses are transferrable to 4-year universities. The student's future college will review the college transcript and determine any credit awarded
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*If a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement.

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement.
- ~~Non-transferrable math community college courses in elementary algebra, geometry, intermediate algebra or trigonometry, with a grade of C or better, can satisfy one year of the mathematics A-G requirement~~
- For more information on how community college courses can fulfill A-G requirements, please refer to this guide.

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable), and will be granted an extra point in the weighted GPA calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school GPA is calculated with the classes taken during grades 9 through 12.

CONCURRENT ENROLLMENT PRIOR TO THE SECOND SEMESTER OF 9TH GRADE STARTING HIGH SCHOOL

- Enrolling in a college course will begin your student's official college transcript. Your student's course grade will be listed on the college's permanent academic record.
- Community College policy related to tuition can vary for students in grades K-8. Please check with the

college directly to see if your student is eligible for free tuition or if you will be required to pay the in-state tuition rate. Planning amounts cannot be used to pay tuition for the community college classes.

- We recommend you familiarize yourself with the college's important dates/deadlines. If your student is not enjoying the experience in the class, please be sure to adhere to the college's posted course Add/Drop deadline. Dropping an unwanted class within the allowable time frame can prevent the course from being added to the permanent academic record (transcript). Our school does not determine college deadlines and cannot assist with exceptions to missed deadlines.
- Students taking concurrent enrollment courses prior to the second semester of grade 9 will be approved for elective and world language courses only. Math courses may be approved if there is no equivalent high school course available.
- If your student wishes to continue with concurrent enrollment, a new request must be made each semester and is subject to approval by the school counselor. An official college transcript of previously completed college work will be required.

Upon entry into grade 9, college courses taken in grades 6-8 may be added to your high school transcript as "Elective" credits only. A review of college credits earned while in grades 6-8 will be conducted by the high school counselor prior to adding courses to the high school transcript. High school credits will not be awarded for community college courses taken prior to grade 6.

PROCESS TO ENROLL

- Student ~~Family~~ picks a college, applies, and fills out the college's concurrent enrollment form (if college has a form).
- Student ~~Family~~ submits the concurrent enrollment form to their high school counselor.
    - Please note, all California community colleges will provide a concurrent enrollment permission form
- ~~The high school counselor reviews college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.~~
- The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps. Some colleges offer electronic forms that don't require a physical signature. In that case, the college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the college via email, fax, or in-person to the college's admission office.
- Student follows the college's process to enroll in college course(s).
- Student sends proof of enrollment to high school counselor
- The high school counselor reviews college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
- Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts, however, the school strongly recommends digital.

Please send official transcripts to:
Pacific Coast Academy
Attn: Records - CC Transcripts
4612 Dehesa Road
El Cajon, CA 92019
~~OR~~

Please email official digital transcripts to the Records Department:
~~records~~ transcripts@pacificcoastacademy.org

*Please note these steps are required for courses completed during the school year: ~~the below steps may not be completed for summer or intersession courses:~~

- Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
- Family must sign the Master Agreement Addendum.
- Family must provide work samples for each Learning Period.
- Family must provide a copy of the community college course gradebook to their HST each Learning Period.

~~CONCURRENT ENROLLMENT PRIOR TO STARTING HIGH SCHOOL~~

- ~~Enrolling in a college course will begin your student's official college transcript. Your student's course grade will be listed on the college's permanent academic record.~~
- ~~Community College policy related to tuition can vary for students in grades K-8. Please check with the college directly to see if your student is eligible for free tuition or if you will be required to pay the in-state tuition rate. Planning amounts cannot be used to pay tuition for the community college classes.~~
- ~~We recommend you familiarize yourself with the college's important dates/deadlines. If your student is not enjoying the experience in the class, please be sure to adhere to the college's posted course Add/Drop deadline. Dropping an unwanted class within the allowable time frame can prevent the course from being added to the permanent academic record (transcript). Our school does not determine college deadlines and cannot assist with exceptions to missed deadlines.~~
- ~~Students taking concurrent enrollment courses prior to the second semester of grade 9 will be approved for elective and world language courses only. Math courses may be approved if there is no equivalent high school course available.~~
- ~~If your student wishes to continue with concurrent enrollment, a new request must be made each semester and is subject to approval by the school counselor. An official college transcript of previously completed college work will be required.~~
- ~~College credits earned prior to the start of 9th grade will not be listed on your student's report card.~~
- ~~Upon entry into grade 9, college courses taken in grades 6-8 may be added to your high school transcript as "Elective" credits. A review of college credits earned while in grades 6-8 will be conducted by the high school counselor prior to adding courses to the high school transcript. High school credits will not be awarded for community college courses taken prior to grade 6.~~

HONORS AND AWARDS

Pacific Coast Academy recognizes graduates in the following ways:

- Golden State Merit: Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet

all eligibility criteria in at least 6 subject areas. For more information, see the Golden State Merit website

- Seal of Biliteracy: Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website.
- National Honor Society: National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- Summa Cum Laude ~~Valedictorian~~: The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating summa cum laude ~~Valedictorians~~ are recognized with a gold medal at graduation
- Magna Cum Laude ~~Salutatorian:~~ The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating magna cum laude ~~Salutatorians~~ are recognized with a cord in the school colors at graduation
- Cum Laude ~~Honor Roll~~: All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating cum laude ~~Honor grads~~ are recognized with a white cord at graduation

ATTENDANCE

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Grid Log) must be signed and submitted to your Homeschool Teacher at the end of each learning period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and the student may be subject to withdrawal. (Refer to Non-Compliance Policy)

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal

- Submit your last attendance log and work sample
    - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

EDUCATIONAL MATERIALS & RESTITUTION POLICY

This policy supports Pacific Coast Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Pacific Coast Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

OVERVIEW

Students attending Pacific Coast Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

Pacific Coast Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Pacific Coast Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Once returned, some materials may not be usable in Pacific Coast Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

Procedures

- Pacific Coast Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Pacific Coast Academy shall implement a restitution process by which students are afforded the

opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged, ~~and any withheld grades, diploma, or official transcripts of the student shall be released~~ and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.

- Pacific Coast Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
    - Pacific Coast Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
    - The Written Notice will inform families that Pacific Coast Academy may contact law enforcement and/or refer the debt to a collections agency.
    - If the parent/guardian disagrees with Pacific Coast Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
    - After reviewing any information provided by the parent/ guardian, the Executive Director (or his/her designee) shall decide whether or not to impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Executive Director is final. There is no appeal beyond the school level.
- Upon receiving notification of Pacific Coast Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Pacific Coast Academy or return missing property.
- The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Pacific Coast Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Pacific Coast Academy may consider referring the debt to a collections agency as a last resort.

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Overview of Special Education

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Requesting Academic Support

When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool Teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns.

In the event that you and your Homeschool Teacher needs additional guidance in supporting your child, you may request a Student Success Team (SST) meeting be conducted. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention.

Determining Eligibility for Special Education

Pacific Coast Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Pacific Coast Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a full and individual initial evaluation in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Pacific Coast Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

Components of an Individualized Education Program (IEP)

An IEP is a contractual, legal obligation, on the part of Pacific Coast Academy stating how Pacific Coast Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

Role of the Parent in an IEP Meeting

Parents are encouraged to participate in the IEP meeting by providing input on appropriate goals, supplementary aids and services, and program accommodations used during the instructional day, as the parent is the primary

learning coach. Please speak with your Special Education case manager regarding the structure of IEP meetings and if you have any questions or concerns.

Special Education Services Provided in an Independent Study Program

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- All IEP direct and related services are delivered in the least restrictive environment. PCA is a non-classroom based charter school and services are typically provided virtually. If a parent or other IEP team member believes a change in setting or service delivery method is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by Pacific Coast Academy.

Special Education Non-Public Agency (NPA) Providers

Pacific Coast Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, PCA enters into contracts and issues Individual Services Agreements to support students' services with provider agencies and school staff that will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. Pacific Coast Academy's Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Special Education Teacher's Input Regarding the General Education Plan

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get an additional perspective on how to help support a student's needs, challenges, and strengths.

Work Samples for Students with an IEP

Pacific Coast Academy's general education work sample policy is the same for all students.

Return of Assistive Technology Devices, OT Supports, APE Equipment, and/or Any Other Purchase Made by the SPED Department on Behalf of the Student

On a case-by-case basis, the School may purchase special education equipment for use in a child's home or other setting if the child's IEP team determines that the child requires access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of special education equipment, or a comparable device. The continued access to the assistive technology device can be had for up to 60 days after the student has disenrolled from the School. If the student is provided an alternative equipment, or a comparable device from a new school, or upon expiration of the 60 day period, the student is required to return all equipment to Pacific Coast Academy.

PLANNING AMOUNTS

PROGRAM DESCRIPTION

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Pacific Coast Academy's educational mission, ~~families and staff together~~ PCA staff work with families to carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Pacific Coast Academy adopted Educational Vendor Policies and Procedures to ensure Pacific Coast Academy funds are budgeted and expended on Pacific Coast Academy-approved educational items and services.

For the ~~2023-2024~~ 2024-25 school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: ~~$3,500~~ $3,600
- 9th-12th Grades: ~~$3,800~~, $3,900

~~*A one-time additional planning amount of $800 will be added in January 2024 to help aid students with learning loss recovery.*~~

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and Executive Director (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students. Services will not be approved for students prior to the vendor's official approval date.
- No family may spend, or obligate Pacific Coast Academy to spend, any Pacific Coast Academy monies on educational items and services. Pacific Coast Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Pacific Coast Academy. The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:
    - From approved educational vendors only.
    - Support the requesting student's personalized curriculum and education plan.
    - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
    - From an educational vendor who is not related to the family requesting the educational items or services and otherwise does not present conflict of interest concerns.
    - A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location shall not serve a School student for more than ~~twelve (12)~~ sixteen (16) core academic hours including math, language arts, social studies, science and world language during the school week (Monday

to Friday from 8:00 am to 2:30 pm) under the Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.
    - Services may not exceed $500 per calendar month per vendor.
    - Planning amounts may not be used to pay for services or field trips when school is not in session during summer or holiday breaks.
    - Individual student field trips (non-school group field trips) must take place during the normal school day (not in the evening or on weekends).
    - The Charter School will not approve partial payment for educational services (the cost of services cannot be split between the Charter School and parents).
- The Homeschool Teacher and Executive Director must ensure students have access to all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items.
- Pacific Coast Academy establishes a planning amount for students for educational items and services per full school year. Pacific Coast Academy developed the planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year and belongs to the school, not the student.
- All educational items requested through the school's ordering system are the property of Pacific Coast Academy. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items. Certain items are "consumable", meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.
- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the school's ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

HOW TO REQUEST SERVICES/PRODUCTS

- Visit the school's ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.
    - Services will only be approved after the official approval date of a new vendor.
    - Vendors that are out of compliance will not be available for services.
- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver form.
- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent

via email to the parent. Parents can also access Enrichment Certificates through the school's ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services will not be approved.

- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate. Parents or Guardians should not submit invoices on behalf of vendors.
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please submit a ticket at the PCA Remote Ticket Form with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

HOW TO REQUEST A NEW EDUCATIONAL SERVICE VENDOR

If you would like to suggest a new educational service vendor, please complete this form: Suggest a Vendor. This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address to reach the vendor. Typically, we have the most success when the family or teacher reaches out to the potential vendor first.

Once the Vendor Support Department receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).

If your vendor suggestion has been declined, the Vendor Support Department is unable to disclose to families, teachers, or vendors the reason(s) a vendor may be ineligible.

Pacific Coast Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Pacific Coast Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory. Vendors are required to execute the Charter School's Vendor Agreement as part of providing educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.
- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs).
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.

- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.

FIELD TRIPS & EVENTS

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans. Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students. All animals, with the exception of service animals, are prohibited at School-organized events. If a student or their parent/guardian would like to bring a service animal to a School-organized event, please indicate this on the event sign-up and let your HST know so that students attending with known allergies, asthma, or other health conditions that may be affected by the animal's presence can be notified and the School may identify areas of the event location that are unsuitable for the service animal.

Liability

All families will be required to sign a liability waiver releasing Pacific Coast Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Field Trip Cancellation Policy

All field trip purchases are final. If you are unable to attend a field trip, please notify us in advance. We cannot provide refunds for cancellation requests.

No-Call/No-Show Policy

If you are unable to attend a field trip you've booked, you must contact us at least three days prior to the field trip date. In the event of illness or a last-minute situation that will prevent you from attending a field trip, you still need to provide notification. Please contact us as soon as you know you will not be able to attend. If you have three no-call/no-show incidents, you will not be permitted to attend field trips for the remainder of the semester.

TECHNOLOGY DEPARTMENT

Requesting educational technology can be overwhelming. The Tech Department helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of

quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g., computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g., sales tax) and fees (e.g., shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount.

Pacific Coast Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student (purchased through Enrichment)

Please note: Pacific Coast Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system and can be requested in the same fashion as other enrichment items. If a technology request is placed for a student that has already met the tech device limits outlined above, they must return that device before the new request can be fulfilled. For a read-only catalog of current offerings, you may visit the Tech Catalog https://sites.google.com/pacificcoastacademy.org/techcatalog/home

Tech Center Returns

All Tech items are the property of Pacific Coast Academy and laptop/tablet returns should be submitted to the Tech Team at the Lending Library or shipped to our Tech Office. Please submit a ticket at the PCA Remote Ticket Form for detailed directions on how to return items.

Pacific Coast Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using the same boxes. This will help avoid damage upon the items return to the school. For Tech Team assistance or questions, please submit a ticket at the PCA Remote Ticket Form with any questions. or call (619) 215-0704 and choose Option 5.

All items purchased using Planning Amount funds are Pacific Coast Academy's property and must be returned to Pacific Coast Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Pacific Coast Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
  - Refund request is initiated within 30 days of receiving the device by submitting a ticket
  - Device must not be damaged and must be in the same condition as when it was received
  - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Pacific Coast Academy and evaluated by a member of the Tech Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The Tech Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, potential out-of-pocket charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher) or return the tech device to the Lending Library.
- If needed request a UPS shipping label from the Tech Department by submitting a ticket at the PCA Remote Ticket Form for detailed directions on how to return items. The Charter School is not able to provide shipping labels for any return from outside the state of California. Printers are not eligible for shipping labels.
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: "How to pack tech devices for return shipping."

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not "transfer devices" amongst enrolled family members without express permission from one of the following: Executive Director, Senior Director, Director of Technology, or IT Manager. Requests for transfers should be submitted to the Tech Dept via support ticket. Students must comply with the following guidelines to request a device transfer:

- Parent/guardian requesting to transfer their child's device must inform their assigned teacher.
- The school will only consider transfer requests between currently enrolled siblings.

- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student's account.
- Chromebook transfers are executed with no charge
- All other tech devices have a $25 instructional fund charge to re-assign the tech device to the transferee
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student's name, assigned teacher, technology serial and asset number, and name of the sibling.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the school year in which it is ordered in the school's ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

It is Pacific Coast Academy's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to Pacific Coast Academy policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)

To the extent practical, minor students' online access to inappropriate materials and materials harmful to minors is restricted. To the extent practical, steps shall be taken to promote the safety and security of users of Pacific Coast Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

DEFINITIONS

- School, Organization, and or We – PCA and its subsidiaries, programs, and divisions
- TD - Technology Department

- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, systems, services or networks owned, operated or issued by the school
- User - Any person(s) accessing or utilizing school resources that is not a resource operator
- AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

- You agree to learn about and comply with all the information outlined in this AUP document.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. “Reasonable care” is defined as:
    - Never leaving items unattended
    - Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
    - Never removing protective accessories or features (e.g., cases, bumpers)
    - Keeping items away from dangerous conditions (e.g., liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
    - Maintaining student supervision by parent/guardian during access and usage
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- You are obligated to notify TD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request or student departure from the school.

ACCEPTABLE USE OF PCA RESOURCES BY USERS

- All school-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- Any information or communication accessible via any school network should be assumed as private property. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g., materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws (Title 17, USC)
- Any attempt to circumvent PCA security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC.*
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g., home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by TD or authorized third parties.

DAMAGE CAUSED BY CARELESSNESS

Students are expected to exercise reasonable care to protect school-owned devices to prevent damage. Damage caused by carelessness is not considered "Accidental Damage." Device damage resulting from carelessness will be assessed by the Tech Department. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer "I don't know", or "it was fine when I put it in my bag" will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

EXPECTATION OF PRIVACY

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- Monitor an individual's use of school-owned resources

- Locate or track the location of a school-owned resource
- Confiscate, search, disable or wipe any school-owned device, item or their contents/data Personal devices are private. The TD does not and will not access personal devices.

CYBERBULLYING

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g., texts, photos, videos. messages, and social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any resource (e.g., social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE

- Upon student departure (e.g., withdrawal, graduation, or expulsion) from Pacific Coast Academy, all issued items must be returned upon disenrollment. Please contact your Homeschool Teacher to make arrangements to return items to the school.
- For information regarding technology returns, please review our *Technology Agreement* or submit a ticket at the PCA Remote Ticket Form.

CONTACT INFORMATION: TECH DEPARTMENT

- Phone: (619) 215-0704 and choose Option 5.
- Submit a ticket at the PCA Remote Ticket Form with any questions.

DISCLAIMER & ACKNOWLEDGEMENTS

- Pacific Coast Academy reserves the right to modify its policies at any time.
- All items, devices, and resources issued by Pacific Coast Academy are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- Pacific Coast Academy reserves the right to issue penalties (e.g., denial of access to resources) or seek legal remedies in response to non-compliance.
- Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- Pacific Coast Academy will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.

- Upon withdrawal, student access to school-owned or operated resources, devices, networks, and systems will be removed.
- Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- Students are provided with Google Workspace for Education accounts upon enrollment and will be able to access services like email and YouTube. To learn more about Google services and their privacy policies, review the Google Workspace for Education Privacy Notice.
- Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- Pacific Coast Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- Pacific Coast Academy may confiscate and search any school technology in the event of a policy breach.
- Pacific Coast Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.
- Pacific Coast Academy cannot provide any support for non-school owned technology devices or resources.
- Tech devices do have an end of service date. While the school and tech department prefer to keep tech devices in circulation, Pacific Coast Academy and the Tech Dept reserve the right to declare a tech device as End Of Service and request it be returned. The typical service span for a tech device is 3 years. Devices that have reached End of Service cannot be guaranteed to be compatible with software or services that may be required for a student's education.

USER AGREEMENT

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to the extent required to comply with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS *PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.*

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be

available by phone and/or internet for communication.

- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have lost California residency and therefore will be withdrawn.
- If you are traveling out of the state of California, Special Education services cannot be provided to your student (if applicable) due to credentialing/licensing requirements.

NON-COMPLIANCE POLICY

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Refusing to schedule meetings (or failing to hold meetings as specified in the Independent Study Policy (two meetings per semester, occur in person within 60 days, every other learning period)
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples, attendance logs, and master agreement addendums
- Failure to show the body of work
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan
- Failure to sign and return a Master Agreement Addendum within 5 days of presentation

In these instances, the school may

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. Planning amounts will be placed on hold until non-compliance is resolved.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

WORK SAMPLES

To meet California Independent Study Guidelines, teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. Students are required to submit work samples as

requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name written by the student and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Must be completed on a school day per the school's attendance calendar
- Photographs or projects without written explanations must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period and/or not on a school day
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

TESTING & ASSESSMENT

Assessment data is critical to Pacific Coast Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by

a sponsoring school district or county office of education. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Pacific Coast Academy must remain in good standing with its authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Pacific Coast Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

STATE STANDARDIZED TESTS – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Pacific Coast Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is selected by Pacific Coast Academy and administered at the school's office. This is not a state mandated alternative assessment.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the CAASPP assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: TESTING FOR ENGLISH LANGUAGE LEARNERS

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified and there is no option to opt-out. At that point, they will no longer need to take the test.

INTERNAL DIAGNOSTIC: STAR 360

Pacific Coast Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Pacific Coast Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns.

Star 360 Testing will be assigned up to three times a year during the school's assigned test administration windows.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	3 Business Days
Enrollment Verification	3 Business Days
Official/Unofficial Transcripts	~~3~~ 5 Business Days
Copies of CUME (Student Records)	~~3~~ 5 Business Days

WORK PERMITS

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@pacificcoastacademy.org

Non-Entertainment Work Permits

- To complete a non-entertainment work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). Once the **B1-1** permit is sent to records@pacificcoastacademy.org, one of our Records specialists will fill it out and provide a **B1-4 a**t the same time. The **B1-4** is the actual permit.

EDUCATIONAL RECORDS

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Pacific Coast Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Pacific Coast Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

If you need copies of records relating to your student enrolled with the school, please request those records from the records department, not your homeschool teacher. The records department may be reached at (619) 215-0704 x430 or records@pacificcoastacademy.org. Please note that teachers cannot provide letters pertaining to your student's participation in the school for purposes of child custody matters short of receiving a subpoena.

Pacific Coast Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of Pacific Coast Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Pacific Coast Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized

professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Pacific Coast Academy.

- Records that only contain information about an individual after he or she is no longer a student at Pacific Coast Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Pacific Coast Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

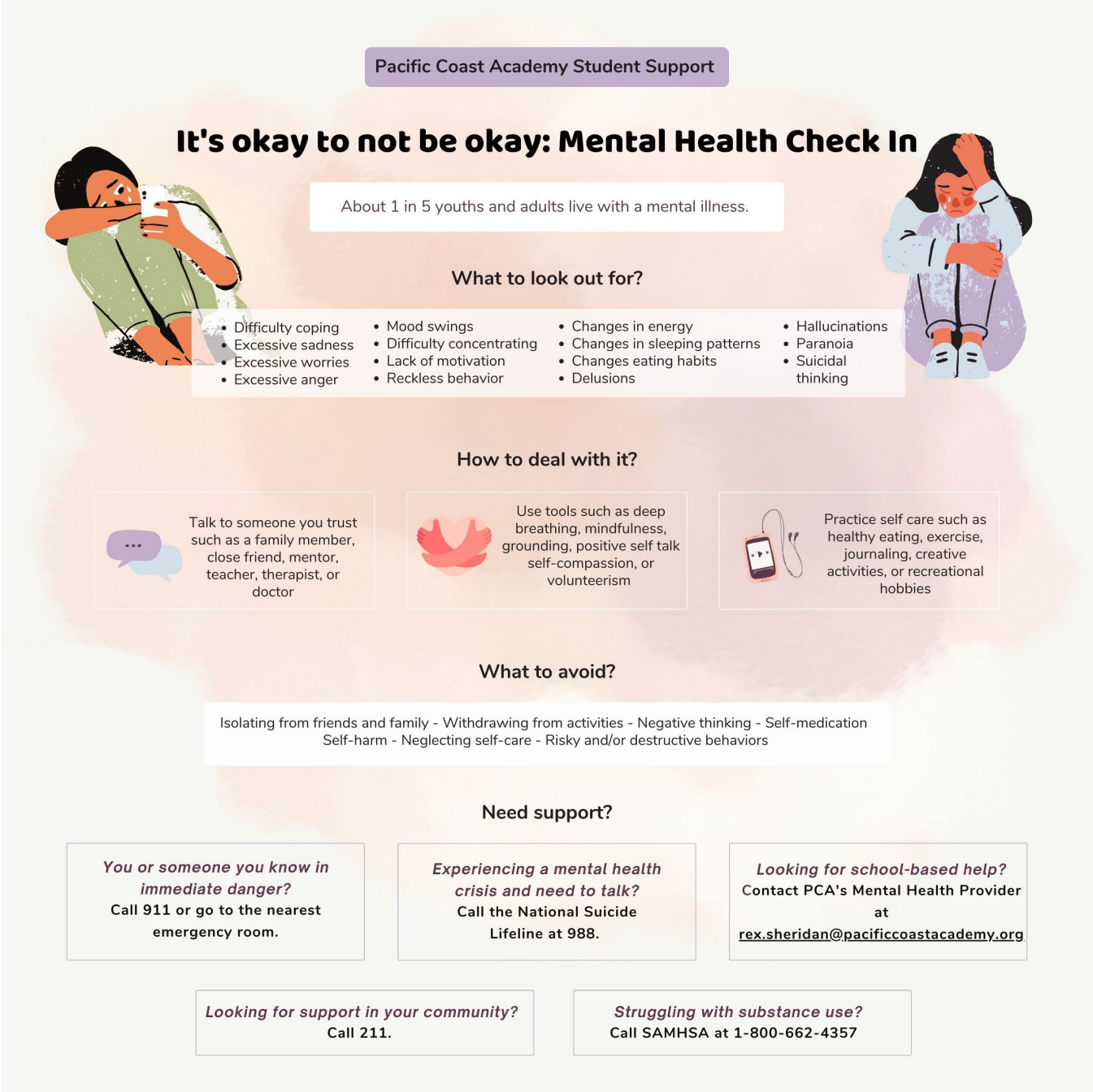
STUDENT MENTAL & PHYSICAL HEALTH

The school is committed to protecting the health and well-being of all Pacific Coast Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Pacific Coast Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- Suicide is a leading cause of death among young people
- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- The school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Pacific Coast Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Mental Health Resource Poster



Availability of Individualized Instruction

A student with a temporary disability who is hospitalized or in a residential health facility that makes attendance in regular classes or an alternative education program impossible or inadvisable may be provided individual instruction by the school district in which the hospital or other residential health facility is located. The duration of the individualized instruction shall correspond with the student's temporary disability.

Medication Administration at School-Sponsored Activities

Please see the School's policy on the administration of medication at school-sponsored activities, which is

available on the School's website to learn about administration of medication at school-sponsored activities.

SUICIDE PREVENTION POLICY

The school's Suicide Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Pacific Coast Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, Pacific Coast Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

SUICIDE AWARENESS INFORMATION

Warning Signs of Suicide

It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking or writing about wanting to die or to kill one's self and/making specific threats
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again or giving away favorite possessions
- Increased use/abuse of alcohol or drugs
- Withdrawing from social contact
- Intense mood swings
- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined

with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- National Suicide and Crisis Lifeline: 988
- California Youth Crisis Line: 1(800) 843-5200
- HELPline: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking - Text LISTEN to 741-741
- Suicide prevention lifeline - Text TALK to 199-273

Websites

- Trevor Project: https://suicidepreventionlifeline.org/
- Coalition for Youth Crisis Line: https://calyouth.org/cycl/
- Teen Line: https://www.teenline.org/youth
- Know the Signs: https://www.suicideispreventable.org/

FENTANYL USE PREVENTION

The health and safety of our students and staff are a high priority. Therefore, it is important to share some concerning trends we are seeing in California regarding opioids, specifically the drug fentanyl. Fentanyl, an extremely potent and dangerous synthetic opioid, is 80-100 times more potent than morphine and 40-50 times more potent than heroin and, as a result, is a major cause of overdose for unsuspecting individuals.

The United States Drug Enforcement Agency recently identified a new trend in which "rainbow fentanyl" appears in bright colors and in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. It can resemble the candy Smarties, so it's especially important to be alert around Halloween time. Please share with your children that any pill (regardless of its color, shape, or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly. Oftentimes, people purchasing or taking these pills are unaware that they contain fentanyl.

Things You Can Do

- If you're concerned someone in your life is at risk for opioid overdose, have on-hand the overdose reversal medication naloxone (Narcan). Narcan has no adverse side effects and is available without a physician

prescription at most pharmacies.

- If you find any pills that you are unfamiliar with, do not touch them. Call local law enforcement for removal.
- Speak with your student about this information so they know the risks of buying or sharing prescription medication or other drugs, and that fake pills are out there.
- Call local law enforcement if you or your student have seen these rainbow-colored pills. Speaking up may save a friend's life!
- Contact the 24/7 Mental Health & Substance Use Access & Assessment Hotline (888-724-7240) to get help for a friend or loved one struggling with substance abuse.

According to the California Department of Public Health (CDPH) opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl. Additionally, fentanyl-related overdose deaths in California's youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase. As a school community, it's important for us all to be informed and work in partnership to keep our students safe.

HARASSMENT

The school's Harassment Discrimination, Intimidation & Bullying Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

The school is committed to maintaining a learning and working environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy 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. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school's policies and process for filing a complaint are publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. To report an incident and/or to receive a copy of the school's anti-discrimination, anti- harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the school administration.

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

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. Violations of this School policy will prompt an investigation and when appropriate, 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.

Pacific Coast Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately.

~~EXPULSION & SUSPENSION~~ SUSPENSION & EXPULSION

The school's Suspension and Expulsion Policy can be found on the school website in the About section, under School Board and Board Policies.

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from PCA, without re-enrollment privileges, and must be approved by the PCA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from PCA that may occur at the discretion of the individual PCA Homeschool Teacher, Regional Administrator, or the PCA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that the students, while on or within view of the Educational Vendor Locations, at a school sponsored activity/field trip, or online.

- Committed academic dishonesty.
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- 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, beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a 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 any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- 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 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 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, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining 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.
- Made terrorist threats against school officials, students, and/or school property.
- For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- 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 classwork, creating substantial disorder, and invading personnel or student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section. This section shall apply to pupils 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 activities/field trips or school attendance.
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. “Hazing” does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    - “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 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 his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) “Electronic act” means the creation or transmission originated on or off the school site, 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, video, or image.
        ii. A post on a social network internet website, including, but not limited to:
            a) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
            b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            a) For purposes of this clause, “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 in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, 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) For purposes of this clause, "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.

iv. Notwithstanding paragraph (A) and subparagraph (i), 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.

3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

- 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 (a) 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.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 $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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or recommended for expulsion for misconduct not specified above.

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 & EXPULSION FOR STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the

case of a suspension or an expulsion of a student identified as having special education needs, PCA shall comply with federal and state law.

DUE PROCESS STATEMENT

Pacific Coast Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

GRIEVANCE POLICY AND PROCEDURE

Pacific Coast Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, gender identity or expression national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher. The Homeschool Teacher and/or supervisor will respond. If the concern or grievance is not resolved, the parent/guardian may request a meeting with school leadership to discuss the concern or grievance. Pacific Coast Academy leadership will investigate and respond within 60 school days. A written email and letter will be sent to the family that will address the concern and outcome.

The charter school is committed to maintaining a learning environment that is free from sexual harassment and shall follow the Title IX grievance procedures for addressing allegations of sexual harassment as defined under Title IX. The Title IX Policy can be found on the school's website in the About section, under School Board and Board Policies.

The charter school has adopted a Uniform Complaint Procedure. Pacific Coast Academy shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Complaints that the School has refused to approve the use or prohibits the use of any textbook, instructional material, etc., for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of

any individual or group consistent with the requirements of Education Code section 51204.5 and 60040, with limited exceptions, should be processed through the Uniform Complaint Procedures. Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found on the school's website in the About section, under School Board and Board Policies.

Pupil Fees

California Education Code (EC) Section 49011 subdivision A states that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. To resolve complaints which may require a more formal process, the Board adopts Uniform Complaint Procedures or "UCP," which can be found on the school's website under About > School Board > Board Policies > Community Relations.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
  Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

  Parents or eligible students who wish to ask the school to amend a record should write to the school Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If Pacific Coast Academy decides not to amend the record as requested by the parent or eligible student, Pacific Coast Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before Pacific Coast Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

  One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific Coast Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school

would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Student information maintained in the state's CALPADS system is shared with the California College Guidance Initiative (CCGI) in accordance with Education Code section 60900.5. The CALPADS data will be used to provide pupils and families with direct access to online tools and resources, enable a pupil to transmit information shared with the CCGI to post-secondary educational institutions for purposes of admission and academic placement and to the Student Aid Commission for purposes of determining eligibility form, and increasing uptake of, student financial aid.

Upon request, Pacific Coast Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the

requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To the California Longitudinal Pupil Achievement Data System (an entity with legitimate educational interest in student records)

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Per SB 906, local educational agencies (LEAs) are required to notify parents about California's laws around storing firearms safely.

California law requires parents and legal guardians of all students to keep firearms out of the hands of children by storing firearms in a safe and secure manner, including keeping them locked up when not in use or secured with a locking device that renders the firearm inoperable, and storing firearms separately from ammunition.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]
    - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

[1] See California Civil Code Section 29805.

[2] See California Civil Code Section 1714.3.

[3] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[4] See California Penal Code section 25100(c).

TITLE 1

PARENT AND FAMILY ENGAGEMENT POLICY

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The Parent and Family Engagement Policy can be found on the school website in the About section, under School Board and Board Policies.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@pacificcoastacademy.org.

NOTICE TO FAMILIES REGARDING SPEECH-LANGUAGE PATHOLOGIST QUALIFICATIONS

Speech-Language Pathologists, Speech-Language Pathology Assistants, Required Professional Experience Licensees, and Speech-Language Pathology Aides are licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board: Phone (916) 287 7915, www.speechandhearing.ca.gov

COMPREHENSIVE SEXUAL HEALTH AND HIV PREVENTION EDUCATION (CALIFORNIA HEALTHY YOUTH ACT)

The California Healthy Youth Act (CHYA) of 2016 was extended to charter schools in 2018 (AB 2601). CHYA requires that all California public schools provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. Our school offers the Rights, Respect, Responsibility (3Rs) curriculum to all 8th- and 9th-grade students.

The law requires that schools offer instruction that is inclusive of all students, encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote an understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

We respect your right as a parent to choose what is best for your child. You can download the full curriculum here.

We selected the *3Rs* curriculum because it can be used in your home, preserving your ability to work with your child in your typical homeschool environment. We will provide families access to credentialed teachers who have been trained in the curriculum to help guide and support instruction.

The California Healthy Youth Act permits parents/guardians to excuse their child from "all or part" of comprehensive sexual health and HIV prevention instruction. If you choose to excuse your child from the entire comprehensive sexual health education curriculum, please send a note to your Homeschool Teacher (HST).

Guidelines for requesting to excuse your 8th-grade or 9th-grade child:

- Each excused child must have a letter submitted by their parent or guardian for each year you excuse them from participation.
    - The middle and high school programs are different, and we require separate excusal letters for the 8th- and 9th-grade programs.
- In the letter, please include the date and your child's full name and grade level.
    - You do not need to sign the letter, but please include your full name.
- Simply state that you are excusing your child from the CHYA instruction.
    - You do not need to provide a reason for the excusal.

You can excuse your child from specific lessons. Please provide your HST with a letter stating the lessons from

which you are excusing your child. California does not allow schools to permit parents/guardians to **selectively** excuse their child from "instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions." The following lessons are not subject to selective "opt-out":

- 8th grade: Lessons 1, 2, and 9
- 9th grade: Lessons 1, 3, and 10

NOTICES TO FAMILIES

Cal Grant Applicants

Please be advised that all students in grade 11 will be deemed a Cal Grant applicant unless the pupil opts out within 35 days of the receipt of this Handbook. The School will first send grade point averages to the California Student Aid Commission no later than October 1, with the final submission deadline of October 1 of each year. If you do not wish for your student to be deemed a Cal Grant applicant, please email your high school counselor to opt out within 35 days of your receipt of this Handbook.

Graduation Requirements

If your student is in foster care, a homeless child or youth, a former juvenile court school student, a student who is in a military family, or a migratory child, and they transfer between schools any time after the completion of their second year of high school, or if they are a newcomer student who is in their third or fourth year of high school, your student may be eligible for an exemption from local graduation requirements. Please contact your student's high school counselor to check your student's qualification for this exemption.

Immigration Status Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
    - All children have the right to a free public education.
    - All children ages 6 to 18 years must be enrolled in school.
    - All students and staff have the right to attend safe, secure, and peaceful schools.
    - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.

- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse to release your child's information in the directory.

Family Safety Plans if you are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school if he/she/they is discriminated against, harassed, intimidated, or bullied on the basis of his/her/their actual or perceived nationality, ethnicity, or immigration status.

NOTICE OF NON-DISCRIMINATION

The Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

Questions, concerns or complaints regarding compliance with Title IX student issues, please contact the Title IX Compliance Officer, Director of School Support, 13915 Danielson Street, Suite 200, Poway, CA 92064, schoolsupport@pacificcoastacademy.org, (619) 215-0704.

Questions, concerns or complaints regarding compliance with Title IX employee issues, please contact the Human Resources Director, 13915 Danielson Street, Suite 200, Poway, CA 92064, hrhelp@pacificcoastacademy.org, (619) 215-0704.

Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Director of School Support, 13915 Danielson Street, Suite 200, Poway, CA 92064, schoolsupport@pacificcoastacademy.org, (619) 215-0704.

For further information on notice of non-discrimination, visit:
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm
for the address and phone number of the office that serves your area or call 1-800-421-3481.

Student Rights Under Title IX

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to receive equitable treatment and benefits in the provision of all of the following:
    - Equipment and supplies.
    - Scheduling of games and practices.
    - Transportation and daily allowances.
    - Access to tutoring.
    - Coaching.
    - Locker rooms.
    - Practice and competitive facilities.
    - Medical and training facilities and services.
    - Publicity
- You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
    - You have the right to pursue civil remedies if you have been discriminated against.
    - You have the right to be protected against retaliation if you file a discrimination complaint.

If you have a complaint about Title IX, contact the Title IX Coordinator listed above. You have 180 days of the date of the alleged discrimination, unless the time for filing is extended for good cause by the Title IX Coordinator. Although you are not required to utilize the School's internal grievance procedure, you may do so prior to filing a complaint with the Office of Civil Rights (OCR). If you use the School's internal grievance process, your Title IX complaint must be filed with the Office of Civil Rights within 60 days after the last act of the School's grievance process.

If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Uniform Complaint Procedure. A copy of the School's Uniform Complaint Procedures is available on the School's website.

You may further pursue the complaint by contacting the OCR directly: https://www2.ed.gov/about/offices/list/ocr/index.html.

The Web link for the OCR complaint form is found at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

You may further contact the OCR directly at 800-421-3481 or by emailing ocr@ed.gov.

Pregnant and Parenting Pupils

- The School shall notify pregnant and parenting pupils of their rights and options available under the law through the annual school year welcome packets and through independent study packets. (EC Section 222.5(a))
- The School shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law. (EC Section 222.5(b))
- The School shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. (EC Section 221.51(a); 5 CCR Section 4950; 34 CFR Section 106.40(a))
- The School shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. (EC Section 221.51(b); 5 CCR Section 4950(a); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program.
- (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(3)).
- The School treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. (EC Section 221.51(e); 5 CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).
- The School shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The School may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))
- The School shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.
    - Reasonable accommodations under this section include, but are not limited to, all of the following:
        - Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
        - Permission to bring onto a school campus (if applicable) a breast pump and any other

equipment used to express breast milk.
    - Access to a power source for a breast pump or any other equipment used to express breast milk.
    - Access to a place to store expressed breast milk safely.
- A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
- Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
- A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Opt Out from Dissecting, etc., Animals

A student may notify his/her/their teacher to refrain from participation in an education project involving the harmful or destructive use of animals. If the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternate education project for the purpose of providing the student an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. A student will not be discriminated against based upon his/her/their decision to exercise these rights.

Use of Pesticides

The Healthy Schools Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (http://www.cdpr.ca.gov) for further information on pesticides and their alternatives.

Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please contact officemanagement@pacificcoastacademy.org.

Asbestos

The School has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be viewed at the school's main office. As applicable, at least once each year, the school will notify parents of inspections, response actions, and post response action activities that are planned or in progress.

PARENT-SCHOOL COMPACT

The Pacific Coast Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the-Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a school, staff at Pacific Coast Academy will

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
    - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
    - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
    - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their schoolwork.
    - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
    - Provide training and workshops, as appropriate, for teachers and parents/guardians.
    - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
    - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
    - Seek parent input related to our Title 1 program, including but not limited to LCAP Advisory Committee.
- Provide ongoing communication between parents/guardians and teachers as follows:
    - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
    - ~~Family Learning Events~~ Title I meetings will be held ~~once in the fall and again in the spring~~ twice per year.
    - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child’s progress:
    - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
    - Teachers will meet, a minimum of every 20 school days, with families to discuss the student’s academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child’s learning in the following ways:

- Monitoring my child/teen’s school attendance
- Supporting the school discipline codes

- Communicating with teachers and staff whenever I have a concern
- Making every effort to attend school events such as MLAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.
- Making sure that assignments and schoolwork are completed
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee

Student responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Pacific Coast Academy. I also acknowledge that I have discussed this information with my child.

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in your pupil's education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Pacific Coast Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Pacific Coast Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES:_____

NO:_____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____

Coversheet

Employee Expense Policy

Section: V. Consent Agenda
Item: C. Employee Expense Policy
Purpose:
Submitted by:
Related Material: PCA Employee Expense Policy_Rev 9.02.2022_RED 6.5.24.pdf

Pacific Coast Academy

Employee Expense Policy

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EMPLOYEE EXPENSE POLICY

The School's policy is to reimburse its employees for all reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

TRAVEL

MILEAGE

While COVID-19 related restrictions and the virtual instruction platforms in place, most employees are not expected or required to travel in order to discharge any duties on behalf of the School. Accordingly, such employees are not eligible for travel reimbursements at this time (including, but not limited to, in-person attendance atconferences, mileage, etc.).

Regional Coordinators, ~~and~~ Homeschool Teachers, Senior Directors, or supervising homeschool teachers are expected to use their personal vehicles during the course and scope of their employment. As such, the School provides a mileage stipend designated in the stipend chart in the Compensation Policy ~~$2500 per year prorated stipend based on the period of service during the school year~~ to cover costs related to the use of personal vehicles. These stipends are intended to reimburse those employees for all vehicle-related expenses, including gasoline, wear and tear, and personal auto insurance for all travel required in direct consequence of the discharge of their job duties. The School does not pay for local travel to and from the office (regular commute) and will not be responsible for traffic or parking violations.

If Regional Coordinators, ~~and/or~~ Homeschool Teachers, Senior Directors, or supervising Homeschool Teachers believe the stipend amount is insufficient, the employee must provide the School with a copy of valid documentation that the employee has incurred an expense higher than the normal stipend. Employees are responsible for maintaining an accounting of their mileage. Employees who believe they will exceed the standard stipend should submit for pre-approval from the Senior Director or Executive Director. The School may periodically request follow-up documentation to verify that the employee is incurring the expense.

The School will pay the per semester stipend in a prorated manner once per month over the length of the semester. If an employee's employment terminates before the end of any month, the stipend will be prorated to reflect the employee's dates of employment.

If the School requires any other employee to drive their personal vehicles in the course and scope of their employment, the employee will be reimbursed for the reasonable andnecessary expense of using their personal vehicle on behalf of the School. Such employees will receive a reimbursement payment from the School for mileage expensesincurred after submitting an expense reimbursement form as set forth below. For those employees that are assigned to a worksite, the employee will receive a reimbursement payment for mileage expenses incurred beyond the employee's normal commute to their assigned worksite.

Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven onbehalf of the School. Employees are required

to accurately submit a report of miles driven on behalf of the School within 30 days of incurring the mileage.

If any employee believes that the mileage reimbursement that he or she receivesfrom the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to their Direct Supervisor for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional mileage reimbursement.

HOTELS, MEALS, AND GRATUITY

The Executive Director or designee must pre-approve all out-of-town travel which requires overnight stays.

Hotels

Employees will be reimbursed for overnight stays at hotels/motels when the event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Executive Director or designee.

- Staff may stay at the rate of up to two-times the federal per diem rate with the Executive Director or the Deputy Director's pre-approval.
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or their Deputy's advance approval and accompanied with the use of Advance Approval for Lodging form.
- The Executive Director needs approval from the Board President and CFO or Board Secretary for anything above double the federal per diem rate. (using the Advance Approval for Lodging form)
- If any employee exceeds the lodging allowance without prior approval, PCA will only reimburse up to double the federal per diem rate.

Meals

Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event. Meals will be reimbursed up to the established federal per diem rate. This includes taxes, service charges, and customary tips (see gratuity guidelines below.) Meals in excess of the established federal per diem rate must have the Executive Director or their Deputy's advance approval in writing. Meal reimbursements must require receipts for documentation purposes. If any employee exceeds the meal reimbursement allowance without prior approval, the School will only reimburse up to the federal per diem rate. ~~Meal reimbursements cannot exceed the established federal per diem rate and will require receipts for documentation purposes.~~

- Employees cannot be reimbursed for alcoholic beverages.
- Employees will not be reimbursed for any hotel expenses of a personal nature (i.e., in-room

movies or mini bar expenses).

Gratuity

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee.

In order to be eligible for reimbursement employees must follow the procedures noted below:

- Fill out, print, and sign the official School reimbursement or expense form within 30 days of the expense.
- Attach backup documentation (i.e. receipts, maps for mileage, agenda of meeting or conference) to the form and make a copy of both the form and documentation for your personal records.
- Submit the signed form with all documentation (i.e. receipts, maps to support mileage, agenda of meeting or conference) to the employee's Direct Supervisor for review and approval then submit to the Accounting Department.
- Employees will be reimbursed within fifteen (15) business days of the approval of the reimbursement or expense request.

MONTHLY STIPEND FOR PERSONAL CELL PHONES, INTERNET AND UTILITIES EXPENSES

Employees who are required to use their personal cell phones, internet and utilities to perform work on behalf of the School will be provided a monthly stipend as specified in the Compensation Policy ~~in the amount of $79.68~~ to fully reimburse employees for such use, which includes ~~a $10 monthly stipend for~~ personal cell phones, ~~a $25 monthly stipend for~~ internet/personal internet access (Wi-Fi), ~~a $15 monthly stipend~~ for utilities expenses and an additional amount for taxes associated therewith. The School has established this monthly stipend based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expenses incurred in using their personal cell phones, internet/Wi-Fi and utilities to perform work on behalf of the School. If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone, internet/Wi-Fi or utilities expenses on behalf of the School, the employee must immediately report this expense issue to their Direct Supervisor for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional reimbursement in excess of the monthly stipend. Employees that are eligible for this monthly stipend are required to submit a Request for Monthly Stipend form affirming that the employee uses their personal cell phone, internet/Wi-Fi and utilities to perform work on behalf of the School and that the employee will immediately notify the School if the employee no longer incurs an expense related to the personal use of their cell phone, internet/Wi-Fi and/or utilities in the discharge of their duties. The School reserves the right to request supporting documentation from employees at any time to support the employees request for the monthly stipend. Failure to provide such documentation as requested may delay or cease further

payments of the monthly stipend to the employee.

**Please note that the School may establish varying stipend amounts for personal cell phones, internet expenses and utilities based on multiple factors such as workload, part-time or full-time status of the employee and other relevant factors.

OTHER EXPENSES

With the exception of those certain employees who are required to use their personal vehicles, cell phones, internet access and utilities during the course and scopeof their employment for the School, it is the School's policy to provide its employees withall necessary equipment to perform their duties on behalf of the School including laptops. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify their Direct Supervisor.

Office Supplies

The purchase of printer ink, paper, miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders) and/or stamps/mailing charges for School related correspondence must be pre-approved by the employee's supervisor before an employee purchases office supplies. Employees must submit receipts for all purchases directly to the Accounting Department at the end of each quarter.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their dutiesfor the School.

If, however, an employee believes that he or she has been required to incur any unexpected necessary and reasonable expense in order to perform his or her duties on behalf of the School, the employee should immediately report that expense to their Direct Supervisor. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

REPORTING

If any employee believes that he or she has not been fully reimbursed for all reasonable and necessary expenses he or she has been required to incur while workingfor the School, the employee should immediately inform their Direct Supervisor. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable, and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business-related expenses for the purpose ofrequesting

reimbursement.

There will be no retaliation against any employee who reports an expensereimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

Coversheet

English Learner Master Plan

Section: V. Consent Agenda
Item: D. English Learner Master Plan
Purpose:
Submitted by:
Related Material: PCA 2023-24 EL Master Plan_Rev 08.17.23_RED 6.11.24.pdf

Pacific Coast Academy

English Learner Master Plan

~~2023-2024~~

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MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

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

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

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

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

ENGLISH LEARNER ROADMAP

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

Principle 1: Assets-Oriented and Needs-Responsive

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

PCA EL MISSION AND VISION

While the state provides a Mission and Vision statement for all schools, Pacific Coast will be working with the MLAC to create a more personalized statement for our School.

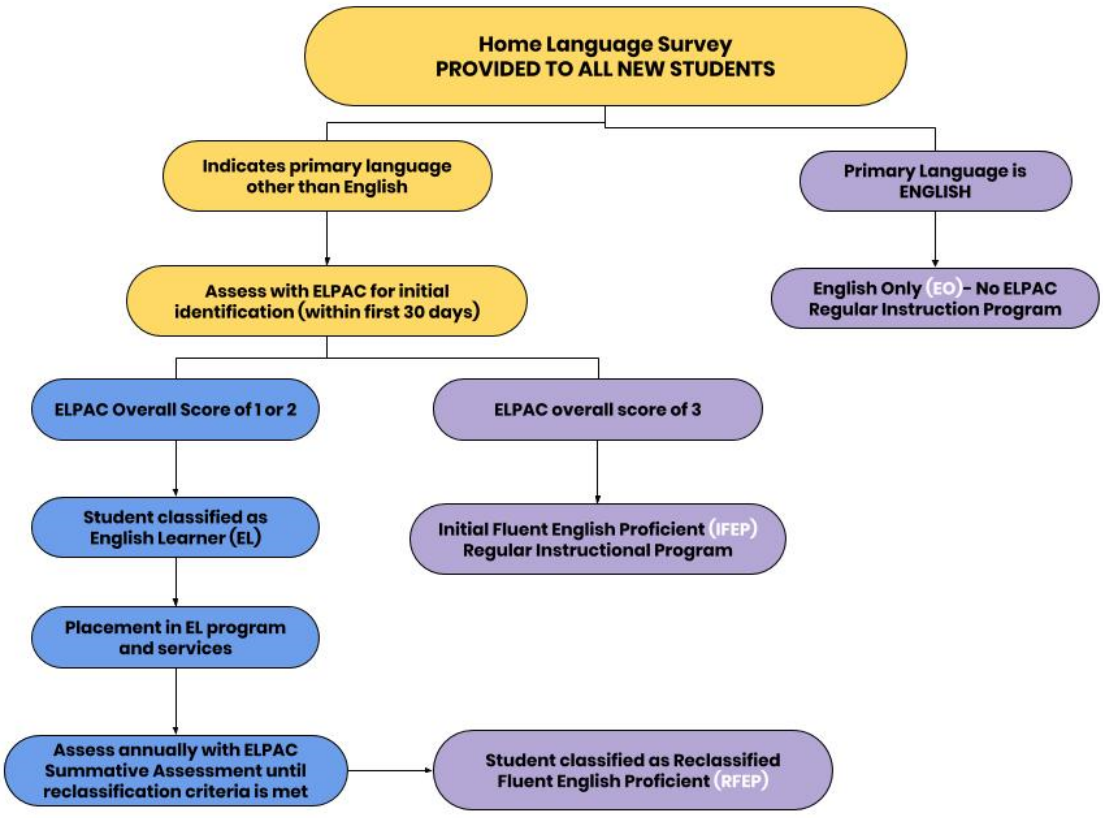
GUIDING PRINCIPLES OF OUR EL PROGRAM

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

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

IDENTIFICATION TOOLS

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



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

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

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

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

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

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

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

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

Assessment

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

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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

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

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

The Individual Education Plan (IEP) will determine if the Alternate or General ELPAC is appropriate for the student.

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

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations in accordance with the student's individualized education plan (IEP) or Section 504 plan.

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

Criteria for reasonable fluency in English

Level	Description
Initial Fluent English Proficient [IFEP]	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).*
Intermediate English Learner	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication, needs to those who can, at times, use

	English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards.*

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

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

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

Parent Notification

- Results of assessments
- Student Placement

STEP 3: PARENT NOTIFICATION OF RESULTS

Parent Notification of Initial Assessment Results and Program Placement

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

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

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

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

objectives of the IEP

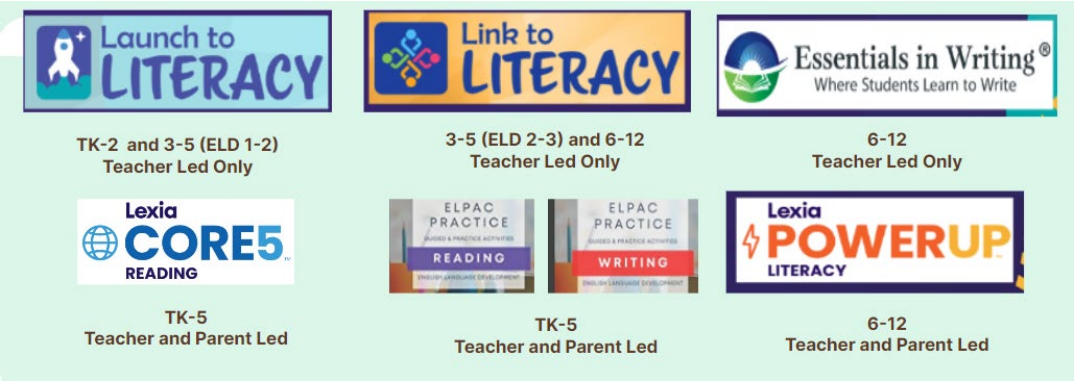
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)—**A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the Charter School. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can me met either through the virtual, teacher led ELD class or independently at home through curriculum access provided by the School. In either case, the ELD log will be required to show that the instruction is occurring daily, for a minimum of 30 minutes per day. The log and a written ELD work sample will serve as the work sample for this class.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.
- BrainPOP ELL- brings English language learning to life in your classroom! BrainPOP ELL explores this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more proficiency-based English language learning program appropriate for all ages, at no cost to students.
- ~~MobyMax- creates digital curriculum, assessments, and learning tools for teachers and students in grades K-8.~~
- In addition, any other School-provided online programs, such as Lexia Core 5 or Lexia Power Up, ELPAC Practice Workbooks, Essential in Writing Workbooks, and Learning Ally, used in the virtual ELD class or as online licenses/access to the student.

All EL students receive access to the following curriculum:



Please click here for more information on the School provided curriculum.

Option 1 - ELD Teacher Led **Recommended**

Classes based on EL level (ELPAC overall score)

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

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

- Monthly information for AWR
- Grades each semester
- ~~Online Curriculum Usage Report~~

Parent will provide the following to HST:

- Work sample for each LP (Online Curriculum Usage Report & Written Sample)

HST will upload the following each LP:

- Work sample AND curriculum usage report

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

All levels:

- Parent responsible for providing ELD Instruction at least 30 minutes per day
- Parent provides HST with Online Curriculum Usage Report to document ELD instruction and to serve as a work sample
- HST works with family to monitor and verify that D-ELD is occurring
- Curriculum:
  - TK-5: Lexia Core 5
  - 6-12: ~~Lexia Core 5 or~~ Lexia Power Up
    - ~~Parent also has the option of choosing an entirely different curriculum, as long as it is aligned to the ELD Standards. It must also be **separate and in addition** to their core language arts curriculum~~

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

- Monthly information for AWR
- Grades each semester
- Work sample for each LP (Online Curriculum Usage Report & Written Sample)

HST will upload the following each LP:

- Work sample AND curriculum usage report

STEP 4: PROGRAM PLACEMENT

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

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

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

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

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

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

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

Reference Chart **English Learner Student Typologies**		
Typology	**Key Characteristics**	**Considerations**
Newcomers	• In U.S. three years or less • Little or no English language proficiency on arrival • Some well-prepared in native language, on grade level, others are below • Some arrive with many transferable credits, others with no transcript records • Steady progress through ELS sequence • If School offers native-language content courses, credit accrual toward graduation can be rapid	• Special orientation and transitional classes • Newcomer class or program • High quality literacy-focused English Language Development curriculum • Extended time through a five or six-year high school program • Home language academic content classes • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to

	• Difficulty passing CAHSEE within four-year time frame • Academic achievement in terms of grades similar to rest of the School • Facing cultural transition	Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Well-Educated Newcomer Students	• In U.S. three years or less • Schooling in native country usually excellent • Strong literacy skills in home language • Rapid movement through ESL sequence • Academic achievement in terms of grades exceeds rest of School • Often highly motivated • Good possibility of graduating in four years	• Should not be placed in academic content classes that stall or repeat content they already know • High level academic course in home language should be offered where available • Mainstream English classes with native language support materials and text • If appropriate credit is given for coursework completed in the home country • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Under-Schooled	• In U.S. several years or less • Little to no English language or proficiency • Little to no literacy in native language • Schooling in native country interrupted, disjointed, inadequate, or no schooling at all • Three or more years below grade level in Math • Slow acquisition of English-tendency to repeat ESL level • Tendency to struggle in academic content classes (D's and F's) • Lack of credit accrual, over time • Unable to pass CAHSEE	• An intensity of approach and focus on English • Extended time in high school with fifth and sixth year options • Age appropriate materials/curriculum with content support • Additional Content Support as needed • Special orientation and transitional support • Social/Emotional support • Deliberate instruction within context of content to learn: How English Works and become proficient in using ii • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Long-Term Limited **English Proficient**	• In U.S. 7+ years when entering high school • Multiple countries of origin Usually orally fluent in English • Reading/writing below level of native English peers Bi-modal academically; some doing well, others not • Some have literacy in primary language, others not • Some were in bilingual programs, most not • Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low) • Similar mismatch between perception of language ability and reality	• Motivation and Engagement • Academic Language • Rigor • Study Skills and Goal Setting • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • LTEL class or program • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

Over-Age for Grade Level	• Turned 15 before their 9th grade year: turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year • May have gaps in prior schooling or a history of school failure and in- grade retention	• Motivation and Engagement • Age appropriate materials/curriculum • Special orientation and transitional support Social/Emotional support • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Fluent English Proficient, but Struggling Academically	• Re-designated from limited English proficiency to fully proficient • Receiving at least one D or F in core academic Classes • Following re-designation, decline in grades and achievement	• Focus on Reading Fluency through academic vocabulary • Regular participation in Academic Talk/Conversations • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) *Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students.* California Tomorrow: Oakland, CA.		

STEP 5: PARENT ENGAGEMENT PLAN

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

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

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

- Recognize students who have demonstrated progress toward proficiency in reading, writing, listening, and speaking in one or more world languages in addition to English

- Honor and affirm students' home languages and cultures
- Value diversity
- Encourage a study of languages toward becoming multilingual
- Certify progress toward biliteracy

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

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

- Virtual Reading Comprehension virtual classes offered by qualified instructors
- ~~Lexia Core 5~~
- ~~Lexia Power Up~~
- BrainPOP ELL
- Learning Ally
- Rosetta Stone English
- PCA's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

ANNUAL EL AND SUMMATIVE ELPAC NOTIFICATION LETTER

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

STAFFING

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

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

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

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

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

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

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

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

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

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.

3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the School's EL Designee or coordinator.

INTERIM ELPAC

Every EL student will be required to take the Interim ELPAC at least once in first semester. This will test in every domain and provide a score, so that we can better support the student in the specific areas they are struggling with before the Summative ELPAC occurs in the Spring.

RECLASSIFICATION

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

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

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

RECLASSIFICATION POLICY, CRITERIA, AND PROCESS

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

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

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

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

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

PROCESS

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

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

~~In accordance with state guidelines, all students who are designated as EL must participate in the Summative ELPAC prior to being considered for reclassification.~~ In accordance with state guidelines, all students who are designated as EL must participate in the Summative ELPAC prior to being considered for reclassification. A Special Education student who takes the regular Summative ELPAC is held to the same reclassification criteria as all other EL students. A student who qualifies for and takes the Alternate ELPAC must receive an overall score of 3 in order to reclassify. The reclassification criteria and the process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or

teacher to initiate contact with the EL Designee or coordinator to consider the alternative reclassification criteria and form. The IEP team, to include the parent and the EL Designee or coordinator, will discuss and complete the form. If the student is found to meet this criterion, he/she will then be reclassified to RFEP, and four-year monitoring will commence, as with all other RFEP students. (See Appendix)

RFEP MONITORING

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continuous monitoring of that student. Pacific Coast Academy will monitor RFEPs once per year over the course of the four years, using our new EL monitoring platform, ELLevation.

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

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

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

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC)

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

Pacific Coast Academy is a single LEA Charter School, Pacific Coast Academy will hold Multilingual Learners Advisory Committee meetings a minimum of 4 times per year. The schedule of meetings is posted on the School's website, shared with families at the beginning of the year, flyers and information appears in the Family Newsletter, and families are invited to attend by their HSTs and the ELD department.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC) BYLAWS

Article I: Name of Committee

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

Article II: Purpose and Responsibilities

The purpose of the MLAC is to:

- Advise the School Board, Executive Director, and Director of ELD, on issues pertaining to English

Learners (ELs)

- Foster a better involvement of EL parents, thereby increasing academic achievement of the EL population
- Assist in the development of the School's needs assessment
- Provide input on formal School plans, such as WASC self study and LCAP.

Article III: Membership

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

Article IV: Officers

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

Article V: Meetings and Quorum

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

Article VI: Ratification and Amendments of Bylaws

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

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of:
<<First Name>> <<Last Name>>
<<Address 1>>
<<Address 2>>

Student ID# <<SSID>>
Grade: <<Tested Grade>>
School: <<LEA Name>>
Test Date: <<Date Testing Completed>>

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

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

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

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

Program Placement

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

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

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This Charter School's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

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

Intervention and Support Option

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

All EL students receive access to the following curriculum:		
TK-4	**5-8**	**9-12**
• BrainPOP ELL (ELD - supplemental) • Lexia Core 5 • Learning Ally (supplemental) • MobyMax (supplemental)	• BrainPOP ELL (ELD - supplemental) • Learning Ally (supplemental) • MobyMax (supplemental) • IXL (supplemental)	• Lexia Power Up • Learning Ally (supplemental) • Shmoop (full curriculum) • IXL (supplemental)

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

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

Sincerely,

~~Yolanda Osborne~~
~~Director of School Support~~
~~619-215-0704 x4165~~
~~yolanda.osborne@pacificcoastacademy.org~~
Director of School Support (619) 215-0704 schoolsupport@pacificcoastacademy.org

ANNUAL ENGLISH LEARNER NOTIFICATION LETTER

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

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

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

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

Your student is identified as (check if applicable):

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

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

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

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

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

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

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

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

This spring, your child will take the Summative ELPAC.

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

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

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

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

Required Criteria	Pacific Coast Academy Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher provides input on the student's readiness for reclassification based on overall grades, scores, work samples, etc.
Parental Opinion and Consultation	Parent provides opinion on their child's readiness for reclassification.
Comparison of Performance in Basic Skills	• Progress in English and Math class • Scores on Star 360 • Scores on CAASPP

Supports and Programs Offered by Pacific Coast Academy

Your teacher can help you with these supports.

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

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

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

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

Sincerely,

~~Yolanda Osborne~~
~~Director of School Support~~
~~619-215-0704 x4165~~
~~yolanda.osborne@pacificcoastacademy.org~~

Director of School Support
(619) 215-0704
schoolsupport@pacificcoastacademy.org

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

Complete all information below and email, along with documentation to ~~Yolanda Osborne at yolanda.osborne@pacificcoastacademy.org~~
the Director of School Support at schoolsupport@pacificcoastacademy.org

HST Name	Student Name
SSID	Grade
List of evidence attached 1. Reading	
2. Writing	
3. Listening	
4. Speaking	
Additional teacher comments and observations	
Teacher Signature	Date
Parent Signature	Date
Final Outcome - Student ELAS will be corrected to IFEP: ☐ Yes ☐ No	

Director of ELD	Date

PARENT NOTIFICATION LETTER OF RECLASSIFICATION

Dear Parent or Guardian of:

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

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

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

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

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

Sincerely,

~~Yolanda Osborne~~
~~Director of School Support~~
~~619-215-0704 x4165~~
~~yolanda.osborne@pacificcoastacademy.org~~
Director of School Support
(619) 215-0704
schoolsupport@pacificcoastacademy.org

RECLASSIFICATION FORM FOR ENGLISH LEARNERS WITH DISABILITIES

POLICY, FROM PCA EL MASTER PLAN:

Reclassifying English Learners with Disabilities

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

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

☐ Student's performance is commensurate with his/her ability, due to his/her disability. ☐ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English learners. ☐ Student's errors are indicative of a student with his/her disability versus a language barrier. ☐ Other/also:
8. Was an English proficiency goal written into the student's IEP? ☐ Yes ☐ No
9. Did the student meet the English proficiency goal in their IEP? ☐ Yes ☐ No
10. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? ☐ Yes ☐ No
11. Teacher Evaluation of Academic Progress (including, but not limited to curriculum mastery)
12. Parent/Guardian Opinion and Consultation
Final Outcome - Student will be reclassified: ☐ Yes ☐ No

Teacher Signature	Director of ELD
Parent/Guardian Signature	Official RFEP Date
Case Carrier	IEP Team Member
IEP Team Member	IEP Team Member

Participants in RFEP process, if different than IEP team mentioned above

PCA K-12 TEACHER INPUT FOR RECLASSIFICATION

RECLASSIFICATION – PCA ~~8/12/2022~~

Student #: **Student:**

Teacher Name		**Due Date**	
Teacher Subject		**Submitted Date**	

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

Student Information

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

Monitoring Questions

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

Recommendation

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

Select one	
	Yes - Student is recommended for reclassification
	No - Student is not recommended for reclassification

Signatures

Subject _____

Date: _____

K-12 RFEP STUDENT MONITORING

RFEP STUDENT MONITIORING – PCA ~~8/12/2022~~

Student #: **Student:**

Teacher Name		**Due Date**	
Teacher Subject		**Submitted Date**	

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

Student Information

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

Monitoring Questions

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

	No

5. If you answered yes on previous question, please describe further. Specific academic need, description of specific support beyond tier 1, performance target (SMART goal)

6. List any interventions the student is currently enrolled in

Recommendation

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

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

Signatures

Subject _____

Date: _____

Coversheet

Suspension and Expulsion Policy

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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 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 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.

GROUNDS 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:

- Committed academic dishonesty
- 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 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).
- 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or 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 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.
- 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.

iii. An act of cyber sexual bullying. as defined under Education Code Section (48900(r)(2)(A)(iii).

iv. Notwithstanding 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 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:

- Committed academic dishonesty
- 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 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or 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 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.
- 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.

iii. An act of cyber sexual bullying. as defined under Education Code Section (48900(r)(2)(A)(iii).

iv. Notwithstanding 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 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 (a) 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 designee with the student 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 their defense. 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, the date of return following suspension and the specific offense committed by the student. 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 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.

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 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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time 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 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 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 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 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 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 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 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 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

2024-2025 Compensation Policy

Section: V. Consent Agenda
Item: F. 2024-2025 Compensation Policy
Purpose:
Submitted by:
Related Material: PCA 2024-25 Comp Policy_No App_Rev 05.16.24_RED 6.5.24.pdf
PCA 2024-25 Stipend Chart_Rev 05.16.2024_RED 6.7.24.pdf

Pacific Coast Academy

Compensation Policy

2024-2025

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COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.

- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
    - Exceptional teacher performance that leads to growth and excellence for students
    - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution per year prorated based on the period of service and applicable pay periods.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Deputy Executive Director

The Deputy Executive Director is the second in command and reports to the Executive Director. This person manages and handles the daily business operations of the organization, working closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. They work with special education and the SELPA to ensure compliance and achievement. This person supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the School. This position may serve more than one School.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience with a maximum placement on year 5 (five).
- Additional years may be granted for employees who have School-desired experience in what the School determines to be "hard-to-staff" positions.
    - One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
    - A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.

<table>
<tr><th colspan="2">Examples of Hard to Staff Positions</th><th>Based on actual number of years worked, may start at the following step:</th></tr>
<tr><td colspan="2">Occupational Therapist
Speech Language Pathologist</td><td>11</td></tr>
<tr><td colspan="2">Adapted Physical Education Teacher
Education Specialist - Moderate/Severe
Education Specialist - Itinerant (fully in-person)</td><td>10</td></tr>
<tr><td>Education Specialist-Mild/Moderate
Job Coach
Nurse</td><td>Paraeducator
Program Specialist
School Psychologist
Special Education Services Coordinator</td><td>6</td></tr>
</table>

- Creditable professional or teaching experience may be earned in:
    - California and US public, charter, and private elementary and secondary schools
    - Accredited foreign public, charter, and private elementary and secondary schools
    - California, US, and foreign accredited universities and colleges
    - Non-public special education contract schools for special education teachers

    - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

Staff who do not complete at least 50% of the school year or hired ~~after 3/31~~ on or after the start of the 2nd semester and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

In the event that an adjustment to pay scale placement is issued, adjustments made prior to 10/31 or within 30 days of hire may be applied retroactively that same school year if applicable. If the adjustment is issued outside of 10/31 or 30 days of hire, it will go into effect for eligible employees the following school year. Adjustments made due to School error will be applied to the next applicable pay period.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, post bachelor's credential units, or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series, post bachelor's credential units, or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid

retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the salary schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply:

Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, or to address specific concerns at the School.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
    - Be certified in the field they are hired to teach.
    - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as High School Academic Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once

the Supplemental duty has started.

- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the School throughout the year in line with the Board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the teacher on the terms.
    - The Supplemental work must be separate from the normal job responsibilities.
    - The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be $32.24 per hour. This rate may increase or decrease in direct correlation to the School's operational needs and/or budget approved by

the School Board. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non- instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the schedule below. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than the number of approved hours per week specified in the schedule for the 5 floating days in July. If a part-time teacher anticipates exceeding the number of approved hours per week due to the attendance in the back to school training sessions, the teacher must obtain prior approval.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of 20 students is reached, employees may be rated in and placed on a Salary Schedule and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part-time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
    - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
    - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.

    - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
    - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
    - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees will be paid on a semi-monthly basis, all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.

- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the classified staff member on the terms.
    - The Supplemental work must be separate from the normal job responsibilities.
    - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
6th Grade Camp Chaperone	$2,000	Paid to a PCA Staff member who applied and received the position.	Eligibility starts at the beginning of 6th Grade Camp.	Paid as a lump sum after completion of the work.	N/A
Administrative Support	$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Advance Placement (AP) Coordinator	$6,000	Paid to AP Coordinator who applied and received the position to coordinate AP program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Advance Placement (AP) Teacher	$1,500	Paid to HQT who applied and received the position to teach one or more AP Course(s).	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
California Healthy Youth Act (CHYA)	$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Career Technical Education (CTE)	$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Community Day Lead	$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
Counselor Extra Section	$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4th section
Curriculum Support	$1,000 per course	Paid to HSTs and HQTs who applied and received the position to re-write/develop supporting documents for course outlines.	Eligibility starts at the beginning of June.	Paid as lump sum after completion of the work at the end of the summer.	N/A
DevOps Team Lead	$650 per month ($7,800 for 12 months)	Assigned Position: Paid to current DevOps staff who applied and received the DevOps Team Lead position.	Eligibility begins upon receiving the position.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
Elevate Teacher Lead	$8,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Enrichment Team Lead	$650 per month ($7,800 for 12 months)	This position is open to current PCA Enrichment Specialists.	Eligibility begins immediately.	Paid $325 bimonthly over 12 months; July - June.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 Intervention/ELD: 28
Extra Student High School	$50/month/ high school student over required roster limit	If the Executive Director assigns additional high school students to the employee's roster over the designated amount, the employee will be compensated for those students. The employee will receive $50/month per high school student.	Eligibility starts once the employee is full-time, and students are assigned at the Executive Director's discretion. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount: Middle/High School HST: 19, Middle/High School RC: 11
High School Academic Support Coordinator	$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28
Highly Qualified Teacher Extra Students	$200/month	Provided to single subject credentialed teachers who teach additional students beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar	220-239 Students: $200/month 240-259 Students: $400/month 260-279 Students: $600/month 280-299 Students: $800/month
Highly Qualified Teacher Summer School Content	$32.24/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
HST Summer School	$32.24/hour	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	$2,000 per teacher trained	Paid to credentialed teachers who work with teachers who are working toward clearing their credential. Suggested two year commitment.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 9 months; September - May. Will be prorated based on period of service during the school year.	N/A
Library Team Lead	$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid $325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	$3,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Mileage Regional Coordinators & Senior Directors	$5,000 per year	Senior Directors and Regional Coordinators who must travel to monthly meetings, conferences, and events.	Eligibility aligns with the employees' pay schedule.	SD paid 12 months; July - June. RC Paid bimonthly over 10 months; August - May. Both will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Occupational Therapist Extended School Year (ESY)	$3,500	Paid to Occupational Therapists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
Online Teacher Sub	$32.24/hour with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
PCA Parent Partner Workshops	$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: New Presentations	$500 per presentation, max $2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Repeat Presentations	$250 per presentation; max $500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	$40 per session for any additional sessions attended beyond the requirement.	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	Will be determined each semester.

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Phone/ Internet/ Utilities	$1,500	Provided to all employees for work expense, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	$62.50 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A
Professional Development and Data Lead	$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for the Professional Development Director.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
Robotics Teacher (Competition Team)	$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
School Support Program Lead/School Support HST Lead	$8,000	Assigned Position: Paid to a credentialed teacher who applied and received a School Support Lead position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
Spark Teacher	$6,000 per semester	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28
Spark Teacher Lead	$6,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Spark Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Assessment Team Overage	$150 per additional assessment	Education specialists completing more than 15 assessments per month will be provided $150 for each additional assessment.	Stipend is earned after the IEP meeting is held.	Paid as lump sum after completion of the work.	15
SPED Extended School Year (ESY)	$4,000	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
SPED Extended School Year (ESY) Teacher Lead	$1,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY	Paid as lump sum after completion of the work	N/A
SPED Extra Hours Work	$310 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (ex. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = $1,500 Up to .5 in-person (20 hours per week) = $3,000 Up to .75 in-person (30 hours per week) = $4,500 Up to 1.0 - in-person (40 hours per week) = $6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED School Psychologist Lead	$4,000	Assigned Position: Paid to a credentialed school psychologist who supports the other school psychologists in the field of special education assessment.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months: August-May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Speech Pathologist Extended School Year (ESY)	$5,000	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
SPED Speech Pathologist Lead	$4,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first workday.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
SPED Teacher Extra Student	Mild/Moderate $150/month per extra student. Moderate/Severe $400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive $150/month per student in the Mild/Moderate program, $400/month per student in the Moderate/Severe program.	Eligibility starts once rosters surpass required roster limits.	Paid bimonthly over 10 months; August - May.	Mild/Mod 22 Mod/Severe 9
SPED Teacher Lead	$3,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
SPED Training/ Planning	$300 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A
Success Squad Teacher	$3,000 per semester	Paid to a designated HST who applied and received the position to facilitate online instruction for the Success Squads Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Summer Teacher Lead	$43.00 per hour	Paid to certificated teachers in lead positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts during the beginning of June.	Paid bimonthly for the month of June.	N/A
Testing & Data Team Lead	$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
TK ECE Cohort Completion	$2,000	Paid to HSTs upon completion of the Early Childhood Education 12-unit course sequence with the cohort through UCLA Extension and the assigned TK work duties (TK Park Days, TK Parent and Teacher Workshops, TK Resource Website).	Eligibility is earned after course sequence and assigned work has been completed.	Paid as lump sum after completion of work.	N/A
TK Park Day Teacher	$1,000	Assigned Position: Paid to a credentialed teacher on the TK ECE Cohort team for organizing and facilitating various TK Park day activities.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of work.	28

Coversheet

Evaluation Policy

Section: V. Consent Agenda
Item: G. Evaluation Policy
Purpose:
Submitted by:
Related Material: PCA Evaluation Policy_Rev 05.21.2024_RED 6.7.24.pdf

Pacific Coast Academy

Evaluation Policy

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3. Who Conducts the Employee Evaluations ..... **Error! Bookmark not defined.**
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6. Record Keeping ..... **Error! Bookmark not defined.**

EVALUATION POLICY

Pacific Coast Academy is committed to providing evaluation and assessment of all staff members on a continuing basis. The determination of evaluation obligations lies within the discretion of the School.

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

~~1. Outline the Purpose of the Evaluation~~
~~2. Establish the Frequency of Evaluations and the Evaluation Timeline~~
~~3. Establish Who Conducts the Employee Evaluations~~
~~4. Outline the Evaluation Sequence of Events~~
~~5. Establish the Use of Performance Improvement Plans~~
~~6. Outline the Record Keeping Process for All Evaluations~~

~~1.~~ PURPOSE OF EVALUATIONS

The purpose of a staff evaluation is to safeguard and improve the quality of educational support and service received by students and families by the Charter School Employees.

~~2.~~ FREQUENCY OF EVALUATIONS AND EVALUATION TIMELINE

Some returning staff will be evaluated. All staff new to the School or to the position will be evaluated.

Certificated and classified staff who receive an average score from their evaluator of 2.8 or higher on a 4-point scale and continue to perform in good standing will be expected to complete a performance evaluation every-other year.

Certificated and classified staff who receive an average score from their evaluator of 2.7 or lower on a 4-point scale will be evaluated on an annual basis. Certificated and classified staff who demonstrate poor performance of job expectations will be evaluated on an annual basis; and placed on a Performance Improvement Plan~~, and a second review will be scheduled before one will receive a contract for the following year~~. One may be on a trajectory for their contract to not be renewed for the next school year.

Evaluations will be conducted in the spring of each school year and will be completed no later than thirty (30) calendar days before the end of the employee's scheduled work year.

~~3.~~ WHO CONDUCTS THE EMPLOYEE EVALUATIONS

The employee's immediate supervisor(s) will be responsible for evaluating the employees. The supervisor may delegate portions of the evaluation process to a designee, but the supervisor shall retain overall responsibility. The evaluation may also be conducted or managed by the supervisor's supervisor.

~~4.~~ SEQUENCE OF EVENTS

Self-Assessment and Form 700

The employee will complete their self-assessment of the evaluation (if applicable) and their Form 700 prior to their meeting with their supervisors.

Meeting with Supervisor

The employee and the employee's supervisor or designee will meet with the employee and conduct their evaluation.

Employee's Time to Respond

The employee will be given the opportunity to respond to their supervisor's evaluation.

Final Evaluation Report and Summary Conference

The evaluator shall prepare, complete and issue the Final Evaluation Report and give a copy to the employee during the final evaluation conference.

~~5.~~ PERFORMANCE IMPROVEMENT PLANS

Employees who receive an unsatisfactory evaluation (scores that fall in the range of 0.0 - 2.0 on the 4-point scale) shall be placed on a Performance Improvement Plan. Employees who score between 2.1 - 2.7 may be placed on a Performance Improvement Plan based on supervisor's discretion.

~~6.~~ RECORD KEEPING

A signed copy of the Final Evaluation and any supporting documents shall be kept on file with the HR Director.

Coversheet

Title IX Policy

Section: V. Consent Agenda
Item: H. Title IX Policy
Purpose:
Submitted by:
Related Material: PCA Title IX Policy_Rev 09.28.2023_RED 6.18.24.pdf

Pacific Coast Academy

Title IX Policy

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TITLE IX ~~SEXUAL HARASSMENT~~ SEX DISCRIMINATION COMPLAINT FORM 1

TITLE IX POLICY

Pacific Coast Academy ("Charter School") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 ("Title IX") prohibits discrimination on the basis of sex, including ~~sexual~~ sex-based harassment, in Charter School's education programs and activities. The Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

This Title IX Policy ("Policy") details Charter School's commitment to maintain a learning environment that is free from sex discrimination, including ~~sexual~~ sex-based harassment and provides a grievance process for allegations of ~~sexual harassment~~ sex discrimination as defined under Title IX. Any individual can report ~~sexual harassment~~ sex discrimination at Charter School to Charter School staff (e.g., Homeschool Teacher, Executive Director, etc.), and Charter School will take appropriate action in accordance with this Policy.

~~Sexual harassment is a form of gender discrimination~~ Sex discrimination can be discrimination on the basis of sex, including on the bases of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity ~~in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation~~, and, for that reason, any such behavior is a violation of state and federal laws and a violation of this Policy. Charter School considers ~~sexual harassment~~ sex discrimination to be a major offense which can result in the suspension or expulsion of students and termination of employees.

DEFINITION OF ~~SEXUAL~~ SEX-BASED HARASSMENT UNDER TITLE IX ~~CALIFORNIA LAW~~

Sex-Based Harassment is a form of sex-discrimination and means sexual harassment and other harassment on the basis of sex, including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity that its either quid pro quo harassment or hostile environment harassment. Specific offenses of sex-based harassment include:

- Sexual assault
- Dating violence
- Domestic violence
- Stalking

DEFINITION OF SEXUAL HARASSMENT UNDER CALIFORNIA LAW

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational

environment.

- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Charter School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Charter School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

SEX EQUITY IN EDUCATION ACT STATEMENT

Students have all the rights set forth in Education Code section 221.8 (as applicable to Charter School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website:
https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

TITLE IX GRIEVANCE PROCEDURES FOR ~~SEXUAL HARASSMENT~~ SEX-BASED DISCRIMINATION

I. SCOPE AND JURISDICTION

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "~~Sexual Harassment~~ Sex Discrimination" under Title IX. Charter School employees or students may submit formal complaints of ~~Sexual Harassment~~ sex discrimination for investigation under this Policy. ~~Sexual Harassment~~ sex discrimination under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

- A Charter School employee, agent or other person authorized by the Charter School to provide an aid, benefit or service under the Charter School's education program or activity explicitly or implied conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcomed sexual conduct (Quid Pro Quo Harassment).
- Unwelcomed sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so ~~determined by a reasonable person to be so~~ severe, pervasive, and objectively offensive that it limits or denies a person's ability to participate in or benefit from the ~~effectively denies a person equal access to~~ Charter School's education program or activity.
- ~~Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).~~
- Whether a hostile environment has been created is a fact specific inquiry that includes consideration of many factors identified in 34 C.F.R. § 106.2.

II. TITLE IX PERSONNEL

Charter School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of ~~Sexual Harassment~~ sex discrimination formal complaints as outlined in this Policy:

Title: Director of School Support
Address: 13915 Danielson Street, Suite 200 Poway, CA 92064
Phone: (619) 215-0704
Email: schoolsupport@pacificcoastacademy.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

Investigator

The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.

Decision-Maker

The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker

cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.

Title IX Appeals Officer

If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. REPORTING ALLEGATIONS OF ~~SEXUAL HARASSMENT~~ SEX DISCRIMINATION

Any individual (e.g., a student or employee who is alleged to be a victim of ~~Sexual Harassment~~ sex discrimination or a parent/guardian of a student who is alleged to be a victim of ~~Sexual Harassment~~ sex discrimination), may report ~~Sexual Harassment~~ sex discrimination directly to the Charter School's Title IX Coordinator, or to any other available Charter School employee who shall immediately inform the Title IX Coordinator.

Additionally, any employee of the Charter School shall notify the Title IX Coordinator when that employee has information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations.

Reports of ~~Sexual Harassment~~ sex discrimination can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. CHARTER SCHOOL'S INITIAL RESPONSE TO A REPORT OF ~~SEXUAL HARASSMENT~~ SEX DISCRIMINATION

Upon receipt of any report of ~~Sexual Harassment~~ sex discrimination, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

Contact Complainant and Determine Need for Supportive Measures

The Title IX Coordinator will contact the complainant and respondent[1] to ~~discuss the availability of~~ offer and coordinate supportive measures to stop the ~~harassment~~ discrimination, protect students, and ensure access to the educational program if a formal complaint or an informal resolution process has been initiated by the complainant. If a formal complaint was not filed, the Title IX Coordinator shall offer and coordinate supportive measures for the complainant and explain to complainant (or the other person reporting the behavior) the right to file a formal complaint and the process for filing a formal complaint. A formal complaint ~~is one that contains the complainant's physical or digital signature, and it~~ may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator. The Title IX Coordinator shall initiate the complaint procedures in response to a complaint.

- Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment. ~~wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences.~~ The Title IX Coordinator is responsible for implementing the supportive measures.
- The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.
- The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when a legal exception applies.

In the event there is no complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following: 1) The complainant's request not to proceed with initiation of a complaint; 2) The complainant's reasonable safety concerns regarding initiation of a complaint; 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated; 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent it recurrence; 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School; 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals; 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and 8) Whether the Charter School could end the allege sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School's education program or activity.

Determine Need for Emergency Removal

The Title IX Coordinator will undertake an ~~review the~~ individualized safety and risk analysis ~~facts~~ to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity ~~to prevent any further sexual harassment and/or maintain the safety of students and staff~~.

- Charter School may determine that removal from the educational program or activity is justified due to an ~~immediate~~ imminent and serious threat to the ~~physical~~ health or safety of the complainant, any student(s) or other individual arising from the allegations. Charter School will conduct an individualized safety and risk analysis before the removal. Charter School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- If the respondent is a student, Charter School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
- If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

[1] The "complainant" is the individual who is alleged to be the victim of conduct that could constitute ~~Sexual Harassment~~ sex discrimination. The "respondent" refers to the individual who is alleged to have violated the Charter School's prohibition on sex discrimination ~~has been reported to be the perpetrator of conduct that could constitute Sexual Harassment~~. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

V. INITIAL REVIEW OF FORMAL COMPLAINT

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of ~~Sexual Harassment~~ sex discrimination under Title IX as described above. Charter School may consolidate multiple formal complaints where the allegations of ~~Sexual Harassment~~ sex discrimination arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Charter School policy (e.g., Uniform Complaint Procedures).

Informal Resolution Process

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal

resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

~~At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, Charter School may offer an informal resolution process (such as a mediation) to the complainant and respondent.~~ However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

VI. MANDATORY OR PERMISSIVE DISMISSAL OF FORMAL COMPLAINT

Under certain circumstances, a complaint ~~must or should~~ may be dismissed by the Charter School. ~~Title IX Coordinator~~. The ~~Title IX Coordinator~~ Charter School will endeavor to make this determination no more than **ten (10) calendar days** from the date ~~they~~ it receives the formal complaint.

~~Mandatory Dismissal~~

~~The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:~~

- ~~The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;~~
- ~~The alleged conduct did not occur in Charter School's education program or activity; or~~
- ~~The alleged conduct did not occur against an individual in the United States.~~

~~Permissive Dismissal~~

The ~~Title IX Coordinator~~ Charter School may dismiss a formal complaint if they determine any of the following:

- The complainant ~~has~~ voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its implementing regulations ~~notified Charter School, in writing, that they would like to withdraw the complaint or any allegations in the complaint~~;
- The respondent is no longer enrolled in, or employed by, Charter School; or
- ~~Specific circumstances prevent~~ The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its implementing regulations, although the Charter School must first make reasonable efforts to clarify the allegations with the complainant. ~~from gathering evidence to reach a determination with regard to the complaint.~~

Written Notice of Dismissal

If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent, if respondent has been notified of the allegations) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another Charter School grievance procedure (e.g., Uniform

Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of Charter School's intent to investigate the complaint through that grievance procedure.

VII. TITLE IX GRIEVANCE PROCEDURES

If the Title IX Coordinator does not dismiss the formal complaint, Charter School will initiate the following Title IX Grievance Procedures and issue a Written Decision. Charter School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute ~~a description of the allegations potentially constituting Sexual Harassment~~ under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s) ~~with sufficient details known at the time; (3)~~ (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited ~~respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.~~

Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

Both the complainant and respondent shall have an equal opportunity to present fact witnesses or other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the

Investigator.

Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Charter School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. Charter School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

Questioning Parties and Witnesses by Decision-Maker

To the extent the credibility of a party (complainant or respondent) or a witness is both in dispute and relevant to evaluating one or more allegations of sex discrimination, the Decision-Maker will set a formal meeting with the party or witness to question the individual. Before the formal meeting, the Decision-Maker will solicit questions to be asked by each party of that individual.

Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- Identification of the allegations potentially constituting ~~Sexual Harassment~~ Sex Discrimination.
- A description of the procedural steps taken by Charter School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- Findings of fact supporting the determination.
- Conclusions regarding the application of Charter School's policies to the facts.
- A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Charter School imposes on the respondent, and whether remedies designed to restore or preserve equal access to Charter School's educational program will be provided by Charter School to the complainant.
- Charter School's procedures and permissible bases for either party to appeal the decision.

Remedies

If Charter School determines that the respondent engaged in ~~Sexual Harassment~~ sex discrimination, Charter School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed ~~Sexual Harassment~~ sex discrimination, Charter School will take appropriate disciplinary action, up to and including termination, in accordance with Charter School's policies and as permitted by law.

VIII. APPEALS

Either party may appeal Charter School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

- A procedural irregularity affected the outcome.
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Charter School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. RECORD KEEPING

Charter School will maintain for a period of seven (7) years records pertaining to Title IX ~~Sexual Harassment~~ sex discrimination allegations in accordance with 34 CFR section ~~106.45(b)(10)~~ 106.8(f), as well as all material used to train Title IX Personnel.

TITLE IX ~~SEXUAL HARASSMENT~~ SEX DISCRIMINATION COMPLAINT FORM

Instructions
This form can be completed by any individual who has knowledge of a ~~sexual harassment~~ sex discrimination conduct occurring within an education program or activity of Pacific Coast Academy (Charter School). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact Charter School's Title IX Coordinator listed below.
Contact Information and Complainant's (Victim) Information
Full Name of the Person Filing the Complaint:
Address:
Phone: Email:
School Name:
Complainant's (Victim) Full Name (if different from above):
Respondent's (Accused) Information
Respondent's Full Name:
Is the accused a Charter School student? ☐ No ☐ Yes
If yes, what is the student's grade and relation to complainant:
Is the accused a Charter School staff member? ☐ No ☐ Yes
If yes, what is the staff member's relation to the complainant (e.g., teacher):
If no, what is the accused's affiliation to Charter School:
Details of Complaint
Date of the Alleged Incident(s): Location of Alleged Incident(s):
Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator:
Did the ~~harassment~~ discrimination occur at Charter School or during a Charter School activity? If so, please describe:
Did this incident interfere with your ability to access or participate in Charter School programs or activities? If so, please describe:
List the individuals involved in the relevant incident(s):
List any witnesses to the incident(s):
Acknowledgements
By submitting this form to Charter School's Title IX Coordinator, I wish to initiate Charter School's formal Title IX Grievance Procedures.
Signature of Complainant: Date:
Once you have completed this form, please submit it to the Title IX Coordinator **13915 Danielson Street, Suite 200 Poway, CA 92064 * schoolsupport@pacificcoastacademy.org * (619) 215-0704**

Coversheet

Injury and Illness Prevention Plan

Section: V. Consent Agenda
Item: I. Injury and Illness Prevention Plan
Purpose:
Submitted by:
Related Material: PCA Injury & Illness Prevention Program_Rev 03.25.24_RED 6.11.24.pdf

Pacific Coast Academy

Injury & Illness Prevention Program (IIPP)

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INJURY & ILLNESS PREVENTION PROGRAM (IIPP)

PURPOSE

This policy establishes what procedures Pacific Coast Academy will implement to prevent work-related injuries and illnesses.

SCOPE

This policy applies to all employees.

KEY ELEMENTS

The Injury and Illness Prevention Program (IIPP) establishes procedures around the following elements:

- Responsibility and management commitment
- Employee safety communication
- Employee safety procedure compliance
- Safety inspections
- Incident/accident investigations
- Hazard correction
- Training
- Employee access to the IIPP
- Recordkeeping
- Hazard Assessment Procedures and Checklist (Appendix A)
- Incident Investigation Report Form (Appendix B)
- Ergonomics Program (Appendix C)
- Violence in the Workplace ~~Policy~~ (Appendix D)
- Bloodborne Pathogens Exposure Control Plan (Appendix E)

RESPONSIBILITY AND MANAGEMENT COMMITMENT

Pacific Coast Academy's IIPP administrator, the Director of Human Resources Development, has the authority and responsibility of implementing the IIPP.

Supervisors and managers also have the responsibility of implementing the IIPP in their areas. Management support of safety efforts is essential to the success of the IIPP.

EMPLOYEE SAFETY COMMUNICATION

Supervisors and managers are responsible for communicating safety and health information with their employees in a way that can be understood. Safety communications with employees can include the following:

- New hire onboarding via Vector Solutions
- Training programs
- Reviews of safety inspection results (including corrections)
- Distributed and posted safety information

EMPLOYEE SAFETY PROCEDURE COMPLIANCE

Management is responsible for ensuring that employees follow safety policies and procedures. This can include the following:

- Performing safety inspections and incident/accident investigations
- Identifying and correcting safety hazards
- Evaluating safety performance
- Conducting behavior-based safety observations
- Recognizing safe practices of employees
- Addressing unsafe actions of employees through discipline and training

SAFETY INSPECTIONS

Safety inspections are critical for identifying unsafe conditions and acts. Identifying unsafe conditions and acts is key to preventing injuries and illnesses, because we can't address unsafe conditions and acts/implement control to prevent injuries and illnesses unless we first identify the issues.

Employees conducting formal inspections may include supervisors, managers, and any other trained employees. Inspections can be conducted at the following times:

- When the IIPP is established
- When new equipment, processes or hazards are introduced
- After accidents/incidents occur
- When a behavior-based safety observation indicates an inspection is needed
- When new hazards are identified
- Annually for remote worksites

ACCIDENT INVESTIGATIONS

Identifying the root or underlying cause of accidents is critical to preventing recurrence. Accidents will be investigated by:

- Conducting an inspection of the workplace conditions and equipment
- Interviewing injured employee(s) and witnesses
- Reviewing applicable procedures, training records and other documentation
- Determining immediate causes as well as underlying or root causes
- Developing a corrective action plan that addresses root causes

- Following up to ensure corrective actions were effective

To help aid in the investigation, refer to our accident investigation policies & procedures and complete the appropriate accident investigation form.

HAZARD CORRECTION

Hazards that are identified during inspections, behavior-based safety observations, employee reports or accident/incident investigations will be handled promptly.

If there is an imminent danger situation (e.g., a situation in which there is an immediate and high likelihood of severe injury or death), all employees will be removed from the area. Employees who must stay in the area to mitigate the hazard will be given the resources they need to safely correct the hazard.

TRAINING

All employees, including front-line employees, supervisors, managers, and senior leadership, need to have safety training. We will provide training:

- When new hires are onboarded
- Annually, prior to the start of each school year
- When an employee is given a new job assignment and additional training is needed
- When we introduce new equipment or processes
- When employees encounter a new hazard
- When a supervisor's employees may be exposed to a hazard
- Trainings could cover:
    - Defensive and distracted driving
    - Van safety
    - Drug free workplace
    - Fire prevention plans, including fire extinguisher basics
    - First aid & CPR basics
    - Childhood sexual assault prevention
    - Back injuries & safe lifting
    - Bloodborne pathogen exposure & prevention
    - Hazardous chemicals
    - Heat illness prevention
    - Making schools safe and inclusive for LGBTQ+ students
    - Youth suicide: awareness, prevention, and postvention
    - Office ergonomics
    - Personal protective equipment
    - Slip, trips, and falls
    - Workplace violence

- State-required trainings (e.g. sexual harassment, mandated reporter: child abuse and neglect)

EMPLOYEE ACCESS TO THE IIPP

Our employees – or their designated representatives – have the right to examine and receive a copy of our IIPP. This will be accomplished by providing unobstructed access through the School's self-support site, which allows an employee to review, print, and/or email the current version of the Program. Additionally, employees or their designated representative may request a printed copy of the IIPP or request to receive an electronic copy. Please consider the environment before requesting a printed copy. Please note, only one printed copy of the IIPP will be provided free of charge. If you request more than one copy within one year of the previous request, we have the right to charge reasonable, non-discriminatory reproduction costs for the additional charges.

An employee must provide written authorization in order to make someone their "designated representative." The written authorization must include the following information:

- The name and signature of the employee authorizing the designated representative.
- The date of the request.
- The name of the designated representative.
- The date upon which the written authorization will expire (if less than 1 year).

RECORDKEEPING

The following will be documented and recorded for at least three years:

- Records of safety training including the training date, names of the trainer(s) and employee(s) who took the training, and topic(s) trained on. Electronic records will be maintained in Vector Solutions. If a copy is needed, please contact the Director of Human Resources Development.

With questions or concerns about this Illness Prevention Program, please contact Human Resources.

PCA Injury & Illness Prevention Program_Adopted 03.14.2024

APPENDIX A

HAZARD ASSESSMENT PROCEDURES AND CHECKLIST

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.

- Move staff to the designated evacuation area.
- Take roll by completing Staff Accountability Form
- Runners collect Staff Accountability Report from classroom or work areas.
- Report to Incident Commander (IC) for briefing and assignment.
- 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.

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 rerouted away from danger.

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.

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 workday, during break or lunch periods, or after the workday. 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:

- 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 management 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 management or a law enforcement officer arrives with directions.
- 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.

APPENDIX B

ACCIDENT/INCIDENT OR EXPOSURE TO BLOODBORNE PATHOGENS INVESTIGATION FORM

ACCIDENT/INCIDENT OR EXPOSURE TO BLOODBORNE PATHOGENS INVESTIGATION FORM

This form must be completed within 24 hours of any exposure to bloodborne pathogens, incident, accident, or near-miss. All incidents should be investigated, no matter how minor. The same conditions that cause a minor incident could lead to a major accident.

PART I - General Information

Relationship to School: ❑Employee ❑Student ❑Visitor ❑Other: _____

Name of person involved in the exposure/accident/incident/near miss (include DID if student or family member of a student, or job title if an employee): _____

If a student, Date of Birth: _____ Gender: _____ Grade: _____

Parent Contact #1: _____ Phone: _____ Email: _____

Address: _____

Parent Contact #1: _____ Phone: _____ Email: _____

Address: _____

Exact location of incident: _____

Date and time of incident: _____

If applicable, purpose of in-person event (e.g., park day, field trip, family meeting): _____

PART II - Description of Incident

Type of incident: ❑Exposure ❑Accident ❑Injury ❑Near Miss ❑Other _____

If exposure:

Description of activity at time of exposure: _____

_____

_____

Description of conditions at time of exposure: _____

_____

_____

Fundamental cause of exposure: _____

_____

_____

Route of exposure: _____
_____

Body part(s) contaminated: _____

Blood or OPIM present, describe: _____

If accident/injury/near miss/other:

Describe what happened: _____
_____
_____
_____

Nature of the injury (strain, cut, bruise, etc.): _____

Body part(s) affected: _____

Was medical treatment required? ❑No ❑Yes

If yes, what type? ❑First aid on-site ❑Express Care ❑Doctor ❑Hospital

Name and phone of the facility, hospital, physician, or individual performing aid:

Name: _____ Phone: _____ PPE: _____

When was medical treatment administered? _____

Was the affected individual accompanied by others at this event? ❑No ❑Yes

If no, the individual was not accompanied by others, list the staff member who called an emergency contact, who the staff member spoke with, and a summary of the conversation: _____
_____
_____

Date and time the individual was released to leave the event: _____

Was the affected individual hospitalized overnight as a patient? ❑No ❑Yes

If an employee, did they leave work early due to the exposure or injury? ❑No ❑Yes

If yes, what time? _____ a.m./p.m.

Date the employee returned with light duty restrictions: _____

Date the employee returned to regular duty: _____

Were there any witnesses? ❑No ❑Yes ❑*If yes, get written statements from witnesses*

Witness #1 Name: _____ Phone: _____ Email: _____

Witness #2 Name: _____ Phone: _____ Email: _____

Was a safety rule violated? ❑No ❑Yes ❑*If yes, describe*: _____

_____

PART III - Corrective Action

What has been done or can be done to prevent a similar incident: _____

_____

_____

Part IV - Complete this section if an injury occurred or there was damage to equipment.

Were proper procedures being followed when the incident occurred? ❑No ❑Yes
If no explain: _____

Was the employee wearing proper personal protective equipment? ❑N/A ❑No ❑Yes
If no explain: _____

Are changes in equipment necessary to prevent reoccurrence? ❑No ❑Yes
If yes explain: _____

Employee Name: _____

Employee Signature: _____ Date: _____

Supervisor Name: _____

Supervisor Signature: _____ Date: _____

Have recommendations been implemented? ❑No ❑Yes ❑*If no, give reason*: _____

_____

_____

Email the completed report within 24 hours following the exposure to: Executive Director, krystin.demofonte@pacificcoastacademy.org and Human Resources, hrhelp@pacificcoastacademy.org.

Note: If an injured party receives medical treatment from a doctor or hospital, additional forms may need to be filled out and forwarded to Human Resources along with the incident report in the event a Worker's Compensation or liability claim needs to be filed.

APPENDIX C

ERGONOMICS PROGRAM

PURPOSE

Pacific Coast Academy has adopted this program to minimize musculoskeletal disorders (MSD) through the assessment of work-related factors (which may pose a risk of musculoskeletal disorders), the implementation of administrative and engineering control measures, and employee training. This program document is a “living” document. It is designed to “breathe” with changes to the organization and regulations, and is thus subject to periodic changes and updates.

The effectiveness of this program is contingent upon the collective efforts and fulfillment of the responsibilities of all stakeholders to the School in achieving its goals and objectives.

Awareness of and compliance with all School safety rules and programs are considered conditions of employment. The School reserves the right to discipline employees, up to and including termination for failure to follow the guidelines of this program in accordance with established policies, procedures and negotiated agreements.

AUTHORITY AND SCOPE

Authority

California Code of Regulations, Title 8, Section 5110, Repetitive Motion Injuries.

Scope

This plan applies to a job, process, or operation where repetitive motion injuries (RMI) has occurred to more than one employee under the following conditions:

- Work-related causation – RMI were predominantly caused (more than 50%) by a repetitive job, process, or operation
- Relationship between RMI at the workplace – Employees incurring RMI must have been conducting identical job tasks
- Medical requirements – RMI were non-skeletal in nature
- Time requirements – Reported to the School within the last 12 months

DEFINITIONS

Musculoskeletal Disorders

Musculoskeletal Disorders (MSD) are disorders of the muscles, ligaments, bones, nerves, tendons, and/or vascular system, alone or in combination that are caused by repeated movements. Musculoskeletal Disorders include the following:

- Disorders of the muscles, nerves, tendons, ligaments, joints, cartilage, or spinal discs

- Disorders that are not typically the result of any instantaneous or acute event (such as a slip, trip, or fall) but reflect a more gradual or chronic development (nevertheless, acute events such as slips, and trips are very common causes of musculoskeletal problems such as low back pain)
- Disorders diagnosed by medical history, physical examination, or other medical tests that can range in severity from mild and intermittent to debilitating and chronic.
- Disorders with several distinct features (such as carpal tunnel syndrome) as well as disorders defined primarily by the location of the pain (i.e., low back pain)

Licensed Physician

A person with an M.D. or D.O. degree licensed and diagnosing within the scope of their practice. Diagnosis by any medical practitioner acknowledged according to the California Labor Code for the purposes of claims for workers' compensation are included.

Predominant Cause

The determination, based upon objective medical evidence that a medical condition has resulted from a work-related repetitive job, process, or operation of identical work activity.

Identical Work Activity

The same work-related repetitive motion task, such as but not limited to word processing, assembly, or loading, performed by more than one employee.

Workstation

The primary physical location where an employee performs the bulk of their usual and customary duties. A workstation can be a desk for a clerical employee, or an office.

RESPONSIBILITIES

Human Resources and School Leadership

Human Resources and School Leadership have the following responsibilities:

- Maintaining a written program in compliance with current Federal and State regulations, including annual updates.
- Coordinate, implement, conduct, and monitor any training required by the regulations.
- Providing all employees with information about this program.
- Assisting employees and supervisors in implementing the requirements of the School's standards.
- Assisting sites and departments in identifying and implementing feasible engineering controls.
- Maintaining records as required under the regulations.
- Conduct facility audits to assess exposure in the workplace and use of engineering and administrative controls in order to ensure their effectiveness.
- Ensuring compliance with this standard and all safe work practices after notice that an unsafe act has occurred and directing the immediate supervisor (administrator or classified manager) to meet with the employee involved to initiate its counseling in accordance with established School policies and procedures.

- Maintaining records as required under the regulations.
- Maintaining this program and conducting an annual review. Update, as necessary.
- Reviewing incidents and causes of issues related to this program.
- Recommend strategies to reduce the occurrence of employee incidents and injuries.

Department Managers or Supervisors

Department Managers or Supervisors will be responsible for:

- Informing their staff of the location and availability of this written program, training materials, and information supplied to the School by the U.S. Department of Labor or Cal/OSHA.
- Informing their staff of the equipment, operations, or areas where there may be a concern.
- Providing and ensuring their staff use engineering controls and/or wear appropriate clothing to prevent problems.
- Provide materials and equipment to ensure fulfillment of their operational goals and objectives in a safe work environment.
- Ensuring Human Resources is notified of a need to evaluate work conditions under this standard.

Immediate Supervisor

The immediate supervisor (administrator or classified manager) is responsible for:

- Ensuring compliance with this standard by meeting with the employee involved and applying counseling in accordance with established School policy and procedure.

Employees

Employees are responsible for:

- Notifying their supervisor and/or Human Resources of the need to evaluate work conditions that may cause issues.
- Using engineering controls or wearing appropriate clothing to prevent issues in compliance with Safe Operating Procedures (SOP), postings, instructions, or training received.
- Maintain physical fitness in order to meet the physical demands of their job.
- Ensuring that their materials and equipment offer the least amount of resistance or strain in their use, and to use/maintain those materials and equipment properly.

COMPONENTS OF STANDARD

Ergonomics is the science of fitting workplace conditions and equipment to the physical capabilities of the working population. Effective and successful "fits" assure high productivity, reduced incidence of illness and injury risks, and increased job satisfaction among employees. The scope of ergonomics is broad and impacts more than the affected employee. It impacts the employee’s department and ultimately the School’s ability to meet the educational needs of its students and their families.

RISK FACTORS ASSOCIATED WITH MSD

Risk factors (or exposures) are jobs requiring repetitive, forceful, or prolonged exertions of the hands;

frequent or heavy lifting, pushing, pulling or carrying; and prolonged awkward postures. Vibration and environmental conditions may add risk to these work conditions. Jobs or working conditions presenting multiple risk factors will have a higher probability of causing a musculoskeletal problem. The level of risk depends on the intensity, frequency, and duration of the exposure to these conditions and the individual's capacity to meet the force or other job demands which may be involved. Other risk factors include, but are not limited to, the following: employee health; economic stability of employee families; outside hobbies and recreation; home computer use; and economic stability of the organization.

Exposures are identified through a variety of means, including but not limited to the following:

- Scheduled and unscheduled inspections of worksites and work processes by supervisors, Human Resources, and appropriate assigned personnel
- Requests for workstation evaluations by use of Ergonomic Evaluation Request form
- Investigations on claims for workers' compensation
- Reviews of MSD data by Human Resources and School leadership

SYMPTOMS ASSOCIATED WITH MSD

Symptoms or subjective complaints may or may not be attributable to MSD. A variety of medical conditions may be the cause(s) of the same symptoms and complaints. A medical evaluation subsequent to the reporting of a symptom may diagnose a medical condition, or contributing factors, which may not demonstrate the symptoms stem from a work-related cause yet exhibit the same symptoms. For this reason, this program refers to symptoms "associated" with MSD such as the following:

- Diagnoses such as carpal tunnel syndrome, tendonitis, tenosynovitis, epicondylitis, cervical nerve impingement, thoracic outlet syndrome and low back pain
- Non-specific subjective complaints like "hand pain", "neck pain" or "back pain" which - while not a specific diagnosis - may be an indicator of a significant health problem if severe or persistent
- Complaints of undue strain, localized fatigue, discomfort, or pain that does not go away after overnight rest
- Frequent visits to a licensed physician making references to physical aches and pains related to certain types of work tasks

REPORTING MSD

There are many ways to report suspected MSD:

- Contact the Human Resources Department and request for an ergonomic evaluation to be completed on your workstation
- Contact your manager and Human Resources and report the symptoms you are experiencing
- File a Workers' Compensation claim

WORKSTATION EVALUATION

All employees who work at a desk or computer, even if for just a portion of the workday, should ensure

that their station is ergonomic whenever they begin working in a new workstation or a new position. Additionally, it is recommended that employees conduct this process annually.

A workstation is the primary location where an employee performs their job such as a desk, a car or bus, or place on an assembly line. Workstation evaluations are conducted upon request, or as part of the investigative process after filing a claim for Workers' Compensation. The evaluation uses a standardized checklist, which ensures all aspects of a person's workstation are included, and all evaluations are based upon criteria, which is applied consistently.

Any employee who is concerned that they may incur an MSD may complete an Ergonomic Evaluation Request and submit it to Human Resources. The employee should also notify their immediate supervisor. At the time of the evaluation, the representative may make suggestions to the employee regarding body mechanics and workstation adjustments. Based upon the level of exposure to incurring an MSD, the representative will recommend further adjustments and controls, including the purchase of equipment designed to minimize MSD.



WORKSITE EVALUATION

A Worksite Evaluation is the evaluation of all the workstations, which perform duties of a similar nature. The evaluation is conducted after the filing of two (2) claims for Workers' Compensation within one (1) year at a worksite.

Any exposures that may have caused MSD shall be corrected, or if not capable of being corrected have the exposures minimized to the extent feasible. There are two basic methods for minimizing the occurrence of MSD - engineering and administrative controls.

Engineering Controls

Measures designed to ensure the materials and equipment used by the employee are conducive to minimizing MSD. Examples of engineering controls include, but are not limited to the following:

- Articulating keyboard trays which allow the keyboard to be adjusted at the right height and distance to keep the arms and wrists in a neutral position.

Administrative Controls

Measures designed to ensure work processes are conducive to minimizing MSD. Examples of administrative controls include, but are not limited to the following:

- Job task rotation
- Changes to job task performance methods
- Temporary modified duty

The School may also consider other control measures that would not impose additional unreasonable costs.

EQUIPMENT

Human Resources will maintain an account from which equipment may be purchased upon recommendation from an ergonomic evaluation. The equipment is intended solely for the use of the individual who has received the ergonomic evaluation or has evidence of a medical condition consistent with this standard. The equipment is intended to address the specific work processes and to mitigate the risk factors which cause MSD. The type of equipment is determined on a case-by-case basis.

Purchased equipment will remain the property of Human Resources and is to be returned upon the employee's separation from employment or when there is no longer a need for the employee to use the equipment. Returned equipment will be available to be used by another employee needing such equipment.

Equipment is not provided for aesthetic reasons or to make people feel comfortable. Additional furniture and equipment for the employee, or a group of employees is not available through this program and should be addressed through the School budget process.

PHYSICIAN RECOMMENDATION

A note from a physician prescribing equipment does not automatically mean such equipment will be provided. There must be a linkage between the equipment and the medical condition. The equipment must be remedial and/or preventative to further deterioration of a diagnosed MSD condition.

Physician notes are required to be accompanied by an evaluation report. The physician shall note any performance restrictions resulting from the diagnosed medical condition. The type of equipment will be evaluated in terms of any alleviation of limitations imposed by the restrictions.

TRAINING

Training is conducted as part of the new-hire orientation process, when new exposures are introduced to an employee's environment, and to employees at a worksite subsequent to two (2) accepted claims for workers' compensation by employees at that worksite who perform similar duties. Training shall include the following subjects:

- Ergonomic Program
- Exposures associated with MSD
- Symptoms and consequences of injuries caused by repetitive motion
- lmportance of reporting symptoms and injuries
- Methods to minimize MSD

RECORDKEEPING

All medical information obtained under this policy will be treated in accordance with the Confidentiality of Medical Information Act (Civil Code Sections 56-56.37), and the General Industry Safety Orders, Section 3204. Medical information will be kept in separate files from personnel records and shall be available for inspection by an employee upon request.

REPORTING

"WHISTLEBLOWER" PROTECTION

California Labor Code Section 6310 prohibits employers from firing or discriminating against any worker because the worker has informed their employer, or filed a complaint with Cal/OSHA, about unsafe or unhealthy working conditions. Employees have a right to inform their employer or file a complaint with Cal/OSHA when unsafe conditions exist at their workplace, and this right is assured to them under the California Occupational Safety and Health Act of 1973.

ERGONOMIC EQUIPMENT REQUEST

TO BE COMPLETED BY EMPLOYEE – ATTACH REQUIRED DOCTOR'S NOTE TO THE REQUEST

Employee Name: _____ Date: _____

Department: _____

Workstation Location: _____

Phone: _____

Email: _____

Supervisor Name: _____

Equipment Requested: _____

_____

Reason for Request: _____

_____

_____

TO BE COMPLETED BY SUPERVISOR

As the supervisor for the employee named above, I acknowledge that I have been informed of this ergonomic evaluation request. By signing this request, I acknowledge that specific ergonomic equipment required may have to be purchased by my department and not Human Resources.

Supervisor Name: _____ Date: _____

Supervisor Signature: _____

Submit completed form to Human Resources.

TO BE COMPLETED BY HUMAN RESOURCES

Evaluation Authorized by: _____ Date: _____

Assigned to: _____ Date: _____

Date Evaluation Completed: _____

APPENDIX D

VIOLENCE IN THE WORKPLACE ~~POLICY~~

It is Pacific Coast Academy's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, the organization will not tolerate violence or threats of violence of any form in the workplace, at work-related functions or outside of work if it affects the workplace.

Please contact Human Resources, your supervisor, or consult the Human Resources Support Site to view a copy of the standalone policy. ~~This policy applies to employees and vendors and persons doing business with Pacific Coast Academy.~~

~~It is a violation of this policy to engage in any conduct, verbal or physical, that intimidates, endangers or creates the perception of intimidation or intent to harm persons or property. Examples include but are not limited to:~~

- ~~Physical assaults or threats of physical assault, whether made in person or by other means (e.g. in writing or by phone)~~
- ~~Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of another individual~~
- ~~Any other conduct or acts that management believes represent an imminent or potential danger to safety or security~~

~~PREVENTION & RESPONSE~~

~~The purpose of this section is to guide the actions of employees in the event of a "workplace violence" when someone becomes angry or frustrated (or displays other escalating behavior), threatens violence, or commits violent acts. Workplace violence can be inflicted by an abusive employee, manager, co-worker, guest, student, vendor, trespasser, or even a stranger.~~

~~WARNING SIGNS OF VIOLENCE~~

~~Some behaviors and personality traits indicate an individual may be at risk of committing an act of workplace violence. There is no way to accurately profile a potentially dangerous individual, but signs and signals that should be monitored include:~~

- ~~Threats of harm, direct or indirect;~~
- ~~Belligerent or bullying behavior;~~
- ~~Conflicts with supervisors or co-workers;~~
- ~~Possessing a weapon (with the exception of police officers, armed security officers, and others who carry a weapon as part of their job duties);~~
- ~~A fascination with weapons or incidents of violence; and~~
- ~~Drug or alcohol abuse.~~

~~Other behaviors that could signal impending violence are hypersensitivity to criticism, obsession with you or a co-worker or grievance, an outburst of anger, or threats or talk of suicide. Many incidents of workplace violence end with the perpetrator taking their own life, so any talk of suicide should be taken very seriously.~~

~~An individual's personal circumstances can also contribute to the potential for violence. For instance, negative events such as divorce, domestic violence, financial problems, emotional disturbances, and drug or alcohol abuse could spark a violent incident.~~

~~PREVENTION MEASURES~~

~~Employees are prohibited from displaying the following behaviors:~~

- ~~Physical or sexual assault or harm;~~
- ~~Threats, including direct and veiled statements;~~
- ~~Intimidating, harassing, or confrontational behavior; and~~
- ~~Irrational or disruptive behavior.~~

~~If you feel you are in personal danger or you witness any of the following behaviors being committed by a co-worker or a resident, vendor, or stranger contact designated person immediately. If designated person is the one displaying these behaviors, contact Human Resources or alternate contact person.~~

~~When it comes to resident altercations, employees should focus on preventing anger outbursts. Although despite prevention attempts, there may be times when employees encounter escalating behavior or threats of violence, in which case de-escalation is the next intervention in order to re-establish a safe and nurturing environment. If de-escalation attempts are not successful and an employee encounters violence, employees are authorized to use disengagement practices/self-defense, but only as a last resort.~~

~~PREVENTION~~

~~It is the policy of Pacific Coast Academy to focus on the prevention. Proactively addressing students, parents, and other individuals who demonstrate or state unhappiness, anger, or frustration can prevent further conflict. Preventative measures include but are not limited to:~~

- ~~Introduce yourself to people you do not know, and greet people you do know.~~
- ~~Use their name when talking with someone.~~
- ~~Practicing active listening.~~
    - ~~Rephrase the content of their statement to ensure you understand it,~~
    - ~~Or ask follow-up questions to clarify if you didn't.~~
- ~~If there is an issue/problem, bring their focus on how you can solve the problem together.~~
- ~~Communicate. If they were expecting an action to be taken at a certain time and we can't meet their expectations, let them know right away and give them regular updates so they are in the loop and know what is going on.~~
- ~~Always show empathy when communicating with people.~~

- If they bring a complaint, respect and reflect their feelings and work on a solution and keep them updated. Do not dismiss them.

RESPONSE

If an individual appears to be getting frustrated or angry, use the following de-escalation techniques, as well as the techniques learned during your training:

- Redirect their anger to the past/issue at hand, and away from you.
- Avoid prejudicial statements, or statements that sound dismissive or can make someone feel judged. Whether or not you agree with the facts they are claiming, their feelings are real.
- Keep your emotional brain in check and be mindful of your gestures, facial expressions, movements, and tone of voice. Try to keep your body language neutral.
- Respect personal space.
- Acknowledge their feelings. For example: "That must be scary," "I understand you are frustrated."
- Do not ask questions or make statements that challenges their authority. Again, bring their focus back to the issue at hand and how you can solve it together.
- Allow silence for reflection/time for the person to make decisions. Silence/time can be a powerful communication tool, and making a person feel rushed can raise their level of stress.
- If the individual wants to leave, clear a path for them to do so. Do not block them in and create a situation where they feel trapped.
- **Take threats seriously.** If anyone communicates the possibility of using a weapon against you, assume that they have one even if you can't see it or verify it immediately and **step back**. Try to negotiate permission to take at least three steps away from the individual. If allowed, the increased distance can reduce both anxiety and weapon accuracy.

If an individual has a weapon:

- **Do not reach for the weapon.** Attempting to disarm a person with a weapon can be extremely dangerous. Instead, ask the person to set their weapon down. Do not ask them to hand the weapon over to you or to anyone else, just ask them to set it down.
- **Focus on the individual, not the weapon.** When threatened, we tend to focus on the weapon. Shifting your focus to the individual will remind you that the real danger is not in the weapon itself, but in the aggressor's behavior.
- **Negotiate.** Make basic requests to solicit affirmative responses. The more the aggressor says "yes" to you, the less likely the weapon is to be used against you.
- **Buy time.** Time is an asset. The longer you can talk to an aggressive individual, the less likely it is that the weapon will be used.
- **Cooperate.** Take every possible action to cooperate and comply with the demands of the threatening person. The primary goal is to get the threatening person out of the premises.

If an individual displays any type of violent behavior and you feel that your safety or the safety of anyone else in the area is in jeopardy:

- **Try to evacuate.** Know where your exits are. Get out safely if you can. Call 911.
- **Try to hide.** If you cannot evacuate, try to hide in an inconspicuous place. Lock the door. Barricade the door. Silence your phone. Do not make noise. Stay out of sight. Call 911 when it is safe to do so.
- **Take action.** This is the LAST resort that should only be used when your life is in danger.

Under no circumstances should you compromise your safety in regard to these guidelines. These are simply guidelines intended to help give you a roadmap to get to safety. The guidelines come from best practice recommendations from Crisis Prevention Institute, OSHA, and other facilities in the industry.

DEBRIEFING

- Any staff concerned about and/or involved with an incident regarding student/parent violence should immediately notify any available supervisor for assistance.
- After any incident of verbal or physical aggression, or any other form of violence involving a staff member, there is a mandatory debriefing period with a supervisor or team member. This debriefing should occur immediately after the incident, when feasible, and must take place within 24 hours.
- The purpose of this debriefing is to address and manage any potential imminent risks and to offer support within the team regarding vicarious trauma, compassion fatigue, and burn out, in addition to promoting healthy self-care and mental wellness.
- Debriefing is recommended in group format for all involved however may occur on individual basis as needed.
- Staff may also seek out individual support through the School's Employee Assistance Program with Mutual of Omaha for additional one on one counseling.

APPENDIX E

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

UNIVERSAL PRECAUTIONS

Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

HAND WASHING

This shall be done immediately before and after glove removal. Hand washing shall also be done as soon after hand contamination as possible. If water is not available, antiseptic hand cleaners must be used with clean cloth, paper towels or antiseptic towelettes.

PROHIBITED PRACTICES

- Shearing or breaking of contaminated needles and other contaminated sharps is prohibited.
- Bending, recapping or removal of contaminated sharps by hand is prohibited.
- Sharps that are contaminated with blood or other potentially infectious materials (OPIJ\1) shall not be stored in a manner that requires employees to reach by hand into the containers where these sharps have been placed.
- Disposable sharps shall not be reused.
- Broken glassware, which may be contaminated, shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dustpan, tongs, or forceps.
- The contents of used sharps containers shall not be accessed.
- Sharps containers shall not be opened, emptied or cleaned manually or in any other manner which would expose an employee to the risk of sharps injury.
- Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in work areas where there is a likelihood of occupational exposure.
- Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets or on countertops or bench-tops where blood or OPIM are present.
- Mouth pipetting/suctioning of blood or other potentially infectious substances/materials is prohibited.

OTHER PRECAUTIONS

- All procedures involving blood or other potentially infectious substances/ materials shall be performed in such a manner as to minimize splashing, spraying, splattering and generation of droplets of these substances.
- Specimens of blood or other potentially infectious substances/materials shall be placed in a container, which prevents leakage during collection, handling, processing, storage or

transportation.

- Contaminated clothing and equipment must be removed before entering a food consumption area.
- Splattering or the generation of droplets or aerosols of contaminated material must be avoided. If potential for this exists, face protection shall be required.
- Contaminated reusable equipment must be decontaminated to the extent possible.
- Employees shall wear appropriate personal protective equipment.
- Personal protective clothing must be worn to prevent body contamination and shall be provided by the School.
- Personal protective equipment (splash shields, clothes, gloves, etc.) must not be taken home by the employee and shall remain at work.
- If splashing occurs onto protective clothing, inspect clothing to ensure that blood or OPIM is not soaked through the material.
- Biohazard labels will be affixed to containers, refrigerators and freezers containing blood or other potentially infectious substances/materials and any other containers used to store or transport blood or other potentially infectious substances/materials.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

The School shall analyze employee tasks and the type of exposure expected in order to select personal protective clothing and equipment, which shall provide adequate protection. This shall be accomplished in view of the fact that there is no standardized method of testing and classification of the resistance of clothing to biological hazards.

The School shall provide, at no cost to the employee, appropriate personal protective equipment. The School must clean, repair and replace the equipment when necessary. The type and amount of PPE shall be chosen to protect against contact with blood or OPIM based upon the type of exposure and quantity of these substances reasonably anticipated to be encountered during the performance of a task or procedure. Employees should request PPE from their supervisor.

Single-Use Gloves

Wear latex gloves whenever there is an opportunity for hand contact with blood, blood products, mucous membranes, non-intact skin, other potentially infectious materials or contaminated items and surfaces. Check for leaks, tears, and punctures before each use. Use gloves only one time. Dispose in an appropriate waste container.

Masks

Wear masks whenever there is a likelihood of splash, sprays, mists or the production of respirable droplets. Ensure that the masks fit properly. Dispose of masks in appropriate containers.

Safety Goggles/Glasses

Wear eye protection whenever there is an opportunity for exposure to blood, blood products or other potentially infectious materials. Clean with appropriate antiseptic agents. Dispose of these items in

appropriate containers.

REPORTING

First aid incidents and exposure incidents occurring during the range of activities and conduct that an employee is reasonably expected to perform as part of their job ("scope of employment") shall be reported to their supervisor and the Human Resources Department before the end of the shift or workday.

Employees exposed to bloodborne pathogens are to complete the Accident/Incident or Exposure to Bloodborne Pathogens Investigation Form (Appendix B) and submit it to Human Resources.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

The School realizes the importance of the follow-up and evaluation of HBV, HCV and HIV exposure incidents. The School shall, therefore, follow the regulation as stated below:

Following a report of an exposure incident, the employer shall immediately make available to the exposed employee a confidential medical evaluation and follow-up, including at least the following elements:

- Documentation of the route(s) of exposure, and the circumstances under which the exposure incident occurred.
- Identification and documentation of the source individual, unless the employer can establish that identification is not feasible or prohibited by State or local law.
    - The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV, HCV and HIV infectivity.
    - If consent is not obtained, the employer shall establish that legally requited consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood, if available, shall be tested and the results documented.
    - When the source individual is already known to be infected with HBV, HCV or HIV, status need not be repeated.
    - Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
- Collection and testing of blood for HBV, HCV and HIV serological status.
    - The exposed employee's blood shall be collected as soon as feasible and tested after consent is obtained.
    - If the employee consents to baseline blood collection but does not give consent at that time for HIV serologic testing, the sample shall be preserved for at least 90 days. If, within 90 days of the exposure incident, the employee elects to have the baseline sample tested, such testing shall be performed as soon as feasible.
    - Additional collection and testing shall be made available as recommended by the U.S. Public Health Service.
- Post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service.

- Counseling.
- Evaluation of reported illnesses.

Counseling and evaluation of reported illnesses is not dependent on the employee's electing to have baseline HBV, HCV and HIV serological testing.

INFORMATION AND TRAINING

The School shall provide training to all employees with potential occupational exposure as follows:

- Training shall occur at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter;
- Retraining shall occur as operations change affecting exposure;
- The programs shall be provided at no cost and shall be delivered during work hours;
- The content of the training shall be appropriate for the educational level of the employee.

The content of the training shall include the following topics:

- An explanation of the Bloodborne Pathogens Standard
- An explanation of the Bloodborne Pathogens Exposure Control Plan and how to obtain a written copy
- Bloodborne disease epidemiology and symptoms
- Modes of transmission
- Recognition of tasks and activities that expose employees to the viruses
- The use and limitations of engineering controls, personal protective equipment, work practices
- Types, use, location, removal, handling and decontamination of personal protective equipment
- The basis for selection of personal protective equipment
- Information on the Hepatitis B vaccine
- Handling emergencies involving blood or other potentially infectious materials
- Exposure incident procedures and reporting
- Information on post-exposure follow-up and evaluation
- Signs, labels and other warnings
- Questions and other interaction

Coversheet

2024-2025 Employee Handbook

Section: V. Consent Agenda
Item: J. 2024-2025 Employee Handbook
Purpose:
Submitted by:
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Pacific Coast Academy

Employee Handbook

2024-25

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SECTION 1 – WELCOME

Welcome to Pacific Coast Academy!

We are happy to have you join us at Pacific Coast Academy (PCA or School). We believe our School is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of PCA, its personnel policies and procedures, and your benefits as a PCA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No PCA guideline, practice, manual or rule may alter the “at-will” status of your relationship with PCA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, PCA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever PCA determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at PCA.

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at PCA.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other PCA document confers any contractual right, either express or implied, to remain in PCA's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by PCA or you may resign for any reason at any time.

No supervisor or other representative of PCA except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

PCA exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish PCA from other schools:

- Mentoring – to inspire students to forge their paths in the world
- Passionate – to strive for excellence
- Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, PCA will use the following two strategic anchors to inform every decision the School makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication

SCHOOLWIDE LEARNER OUTCOMES

At Pacific Coast Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our School culture: they reflect our School vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast Academy's Students are:

- **Inquisitive Learners -** Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
- **Navigators of the Digital World -** Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- **Self-Directed -** Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- **Personalized Learners -** Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- **Independent Critical Thinkers -** Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- **Responsible Citizens -** Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- **Effective Communicators -** Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and PCA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, PCA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of PCA with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict PCA's right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

PCA is an equal opportunity employer. In accordance with applicable law, PCA prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by

applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. PCA will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, PCA will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to PCA. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation they need to perform the job. PCA will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of PCA to ensure equal employment opportunity without harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

PCA prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third

parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to PCA (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or School-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual
    - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment

What Is Abusive Conduct/Workplace Bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
    - Use of derogatory remarks, insults and/or epithets.
    - Verbal or physical conduct that sabotages or undermines a person's work performance

that is threatening, humiliating or intimidating.

- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt School operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy: harassing another employee for filing a complaint:, denying employment opportunities; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All PCA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

PCA encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, PCA encourages individuals who believe they are being subjected to such conduct to promptly advise the

offender their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. PCA recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. PCA is serious about enforcing its policy against harassment; however, PCA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to PCA's attention so it can take whatever steps are necessary to correct the problems.

All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to their immediate supervisor, the Executive Director, or Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

PCA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

PCA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with PCA's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, PCA will provide regular progress updates, as appropriate, to those directly involved. PCA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

PCA may investigate conduct in the absence of a formal complaint if PCA has reason to believe that an individual has engaged in conduct that violates PCA policies or applicable law. Further. PCA may continue

its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which PCA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as PCA believes appropriate under the circumstances. Due to privacy protections, PCA may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. PCA will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of PCA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and, http://www.calcivilrights.ca.gov respectively.

TITLE IX

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at School locations, events or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is the Director of School Support, Phone: (619) 215-0704, email: SchoolSupport@pacificcoastacademy.org.

TRAINING REQUIREMENTS

PCA requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

PCA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of PCA policy, specifically the policies contained in PCA's Employee Handbook.

An employee who wishes to report a suspected violation of law or PCA Policy may do so by contacting the Executive Director, Deputy Executive Director, or Human Resources.

PCA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of PCA policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Deputy Executive Director, or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of PCA's administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. PCA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our School and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. PCA is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their

supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. PCA will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

PCA provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes they have been retaliated against it should be reported immediately to their supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at PCA and will be handled in accordance with PCA's policy on discrimination and harassment.

If any employee believes they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of PCA and its interest in our School will be formed in part, by PCA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, PCA, and our School's services.

Below are several things employees can do to help leave people with a good impression of PCA. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each PCA employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 35 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 35 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators and work according to specified days on their board approved staff calendar.

Classified Employee

Classified Employees include those employees hired by PCA that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate

the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

PCA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities

- Teachers may be assigned a "Virtual Class" or "Virtual Classes."
- Teachers are provided, at PCA's expense, a computer capable of maintaining a high-speed internet connection for their entire virtual class.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. by internet and/or phone.
- Teachers must be available to conduct virtual classroom sessions as assigned during the school day.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.
- Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual School required record keeping and reporting.

Training

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard PCA protocols and procedures.

Worksites

Most classes will be held virtually. Teachers may work from home.

REMOTE WORK POLICY

The conditions of remote work include, but are not limited to the following:

Employee Expectations

Availability

As a condition of working on a remote basis, the employee must be available for contact via telephone and email and perform work during their normal scheduled hours. For designated meetings and as requested by the supervisor, staff will be required to have their cameras on, be engaged in the conversation, and be prepared to respond when asked. Unless expressly authorized by their supervisor, non-exempt employees do not have permission to work at any time outside of their scheduled hours. If an employee will not be available for work during their normal hours, the employee must notify and obtain advanced approval from their supervisor.

Timekeeping Requirements

Non-exempt employees working remotely must comply with the School's timekeeping and meal and rest period policies while working remotely. Specifically, employees must accurately record all hours worked remotely in the School's timekeeping system. This means employees must record all times the employee begins, stops, or resumes working remotely. Non-exempt employees are also required to take a meal period while working remotely in accordance with School policies and must accurately record the start and stop times of each meal period. Employees are not required to record the times of any rest periods. If an employee forgets to record any hours worked or the start and stop times of meal periods or experiences any issues with taking required meal or rest periods, the employee must immediately report these issues to their supervisor and Human Resources.

Compliance With School Policies

Employees must comply with all School policies and procedures while working remotely, including, but not limited to, all policies and procedures governing Employee's use of the School's electronic communications and computer systems and Confidential Information, including but not limited to student information.

Leave of Absence

Employees must request and obtain written approval for any leave taken in the same manner as though the employee were not working remotely.

Security Measures

Employees must continue to follow approved safeguards in order to protect the data, property, records and assets of the School. All work product done at the home work area will be treated in the same manner as work product from the School's primary location and is the property of the School. All records, computer files, and correspondence must be safeguarded for return to the School's primary location. Computer files must be regularly backed up and saved. All School property, unless otherwise specifically authorized by a supervisor, must be returned to the School's primary location upon the employee's conclusion of the remote work period. Employee is expected to ensure the protection of student and personnel privacy concerns, including, but not limited to ensuring that no private student information requiring protection by FERPA is disclosed to third parties without the parent's/guardian's consent, protecting School computers from access by third persons, keeping confidential information in locked

cabinets and any other protective measures in light of your particular position.

Travel

Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.

Remote work is not a substitute for dependent care. Employees shall remain available during agreed upon work hours to work for the School.

Workspace Safety

- While working from home, Employee shall maintain a clearly defined workspace that is kept clean, orderly and free from hazardous conditions.
- The work area shall have adequate light so the Employee may successfully perform the requirements of the Employee's job.
- All exits from the worksite shall be free from obstructions.
- All equipment used by Employee (both School provided and Employee owned) shall be in good working condition.
- Employee's desk, chair and other equipment are appropriately designed and arranged to eliminate strain on all parts of the body. Employee shall indemnify Employer for any injury to third parties at the teleworking location.
- If the Employee is injured while performing work in the course of scope of Employee's employment with the School while working at home, Employee shall notify the Employee's supervisor immediately. During work hours and while performing work functions in the designated work area of the home, Employee is covered by worker's compensation, only during agreed upon work hours.

Equipment, Tools, and Materials

- School will supply Employee with necessary office supplies to perform the Employee's job. School will not reimburse Employee for any additionally purchased supplies without the prior written consent of the Employee's supervisor.
- Employee acknowledges that all School provided equipment and tools required for Employee to perform that Employee's job remain the property of the School. The School will provide for repairs to School equipment and tools only. The Employee is responsible for repairs to any Employee-owned equipment or tools used by Employee. The Employee is financially responsible for School owned equipment and tools if any are lost, stolen or damaged because of that employee's intentional conduct, gross negligence, misuse or abuse.
- No one other than Employee shall use any School provided equipment or tools for any purpose and Employee shall only use School provided equipment and tools for business purposes.
- Within three (3) days of written notice, Employee must return School owned equipment for inspection, repair, replacement, or repossession.
- If the Employee's employment is terminated, Employee agrees to return all School owned

equipment, tools and materials to School within 48 hours of receiving a shipping label or ability to drop off at a School site.

Miscellaneous

- An employee's ability to work remotely remains at the sole and absolute discretion of the School. As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion.
- Unless otherwise required by law, remote working is voluntary.
- Employee understands that Employee is responsible for tax consequences, if any, of this arrangement.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other School sponsored training that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action. Mandatory professional development or other mandatory staff meetings that are missed are required to be made up

by the employee at the School's sole discretion and at a time scheduled solely in the School's discretion. Failure to participate in mandatory professional development or other mandatory staff meetings may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

PCA will pay hourly employees for attendance at mandatory training, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of PCA's normal business hours with no additional pay, including missed professional development or other mandatory staff meetings.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e., Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees will be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time each work period began and ended, and the meal periods taken. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or School leadership. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources. Submission of your electronic timecard indicates you have certified the hours entered are accurate and you have adhered to all policies and procedures.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

WORKWEEK AND WORKDAY

PCA's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. PCA's standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

PCA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 11:59 a.m. The supervisor may schedule the employee's meal periods. The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form. This needs to be completed in advance or immediately as the situation occurs, but in no event after the meal period has been missed. If you are a part-time employee who consistently works 5-6 hours a day and would like to waive your meal break on a regular basis, please note that you will have to fill out a new form every 90 days to continue to waive your meal break. Reach out to HR to receive a copy of the "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and

complete a “Second Meal Period Waiver” form.

Hours Worked	**Number of Meal Periods**
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1, 30-minute meal period
Over 10 hours to 14 hours	2, 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately. The meal period must be accurately recorded on the employee’s timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	**Number of Rest Periods**
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. The meal period must be accurately recorded on the employee’s time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Non-Exempt Employee Meal Waiver Agreement. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their supervisor on the same workday

they experienced the non-compliant meal or rest period. If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor 32 asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the noncompliant meal or rest on the Non-Exempt Employee Meal Period Waiver Agreement, or to Human Resources. Non-Exempt Employee Meal Period Waiver Agreement.

PAYDAYS

Employees are paid semi-monthly on the 10th and 25th of the month in accordance with the School’s payroll schedule. The Payroll Coordinator or designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by PCA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from their supervisor or Human Resources as soon as possible.

OVERPAYMENT OF WAGES

If the School determines a wage overpayment has been made to a School employee, the School will notify the employee of the overpayment in writing, afford the employee an opportunity to respond before commencing recoupment actions and provide the employee with notice of the employee’s rights if the employee disputes the existence or amount of the overpayment. Reimbursement shall be made to the School through one of the following methods mutually agreed to by the employee and the School:

- Cash payment or cash installment payments.
- Installment payments through payroll deduction covering at least the same number of pay periods in which the error occurred. When overpayments from the School have occurred for more than one year, the employer may require full repayment from the employee through payroll deductions over the period of one year.
- The adjustment of appropriate leave credits, provided that the overpayment involves the accrual or crediting of leave credits such as vacation leave. Any errors in sick leave balances shall only be adjusted with sick leave credits.

Installment payment amounts deducted from an employee's salary or wages shall not exceed the amounts specified in California Code of Civil Procedure section 706.050. The deductions shall not result in an employee making less than the minimum wage for that payroll period.

Absent mutual agreement on a method of reimbursement, the School will proceed with recoupment by installment payments as provided in bullet (2) above.

If an employee is separated from employment before full repayment of the overpayment amount owed, the School may deduct an amount sufficient to provide full repayment from any money owed to the employee upon separation. If the amount of money owed to the employee upon separation is insufficient to provide full reimbursement to the School, the School shall have the right to exercise any and all other legal means to recover the additional amount owed.

PAYROLL WITHHOLDINGS

PCA is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, PCA must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions, PCA will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, they should ask Human Resources to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

PCA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with PCA within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide evidence of your credential including EL Authorization, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, the School reserves the right to suspend the teacher without pay until the teacher's credential is valid, or release the teacher from at-will employment as necessary. Employees' credentials must show as valid on the California Commission on Teacher Credentialing (CTC) website by the Friday before the credential is set to expire. Employees whose credential has expired will not be permitted to report to work, and will be placed on unpaid leave in increments of five (5) work days. For example, if an employee's credential expires on Tuesday, March 7, the credential renewal would need to appear as valid on the CTC website by Friday, March 3. If the employee does not have their credential showing on the CTC website as valid by Friday, March 3, the employee will be placed on unpaid leave for March 6-10. The credential appearing as valid/renewed during the 5-day unpaid leave period does not cancel the 5-day unpaid leave period.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing they were examined within the past four (4) years and was found to be free of communicable tuberculosis.

The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file. As a condition of continued employment, all employees will be required to present evidence once every four (4) calendar years that they are free from active tuberculosis. Employees shall be required to provide TB clearance to Human Resources no later than the last Friday business day prior to the expiration date of their current TB clearance. Employees whose TB clearance has expired will not be permitted to report to work, and will be placed on unpaid leave in increments of five (5) work days. For example, if an employee's TB clearance expires on Tuesday, March 7, the TB clearance would be due to HR by Friday, March 3. If the employee does not submit the TB clearance to HR by Friday, March 3, the employee will be placed on unpaid leave for March 6-10. Turning in the TB clearance during the 5-day unpaid leave period does not cancel the 5-day unpaid leave period.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

Applicants and employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with the School.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that PCA's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without PCA's assistance, they are required to notify PCA of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with PCA.

All employees that are mandated reporters are required to participate in approved mandated reporter training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the School using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by PCA. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Staff will be evaluated annually or every other year per the Evaluation Policy.

Staff will meet with their direct supervisor annually to establish and review goals for the school year.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.
- The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition."
- The "serious health condition" of the employee.
- The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a

single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning or would like to submit a request for a family and medical leave of absence, please contact Human Resources. In some instances, FMLA leave and CFRA leave run concurrently and in some instances they do not. FMLA runs concurrently with Pregnancy Disability Leave, while CFRA does not.

CALIFORNIA FAMILY RIGHTS ACT ("CFRA")

Employees may be eligible for CFRA leave only if the School has 5 or more employees for each working day during each of the 20 or more calendar workweeks in the current or preceding calendar year. Eligible

employees may request a CFRA leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the CFRA leave of absence.

Ordinarily, you must request a planned CFRA leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A CFRA leave may be taken for the following reasons:

- The birth of an employee's or a domestic partner's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth, adoption or placement of the child.
- The care of the employee's spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person with a "serious health condition."
- The "serious health condition" of the employee; or
- The qualifying exigency related to covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

The definition of child includes any adult child, regardless of the child's age or dependency status.

The definition of "designated person" includes any individual related by blood or association with the employee that is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests leave. Employees are limited to one designated person per 12-month period for family care and medical leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under bullet (2) above only if due to a serious health condition, your spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under bullet (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much CFRA leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as

CFRA will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid CFRA leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid CFRA leave that is due to your own serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved CFRA leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning a CFRA leave, or would like to submit a request for a CFRA leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor and Human Resources at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests

when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave (e.g., any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or domestic partner is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT AND REPRODUCTIVE LOSS LEAVE

PCA provides employees who have been employed by PCA for at least 30 days prior to the commencement of leave up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of a family member. PCA provides 2 additional unpaid days of leave due to the death of a family member. If an employee has paid sick leave or personal time, the employee may use that time during the unpaid leave. If the eligible employee travels more than 500 miles for bereavement leave, PCA will provide the 2 additional days of leave with pay. This includes a parent (including an in-law and stepparent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. Bereavement leave may be taken intermittently, but the leave shall be completed within three months of the date of death of the family member. PCA reserves the right, in its sole discretion, to request documentation of the death of the family member, so long as the request is made within 30 days of the first day of leave.

Bereavement leave may also be used for covered reproductive loss events as defined in statute. If an employee experiences more than one reproductive loss event within a 12-month period, the employee may not take more than 20 days within a 12-month period. Leave taken for reproductive losses must be completed within three months of the event entitling the employee to that leave, unless the employee is on other leave provided under state or federal law. In that case, the employee shall complete the reproductive loss leave within three months of the end of the other leave. Reproductive loss leave may be nonconsecutive.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Eligible employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise. The employee may be required to prove they are a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year.
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor.
- If the School employs both parents, the first employee to request such leave will receive the time

off. The other parent will receive the time off only if the leave is approved by their supervisor.

- Employees must use existing PTO in order to receive compensation for this time off.
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed childcare/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's communication, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work for various reasons related to crime or abuse if:

- The employee is a victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, adoptive child, foster child, legal ward of the court, adopted child, a child of a domestic partner, a child to whom the employee stands in loco parentis, a person to whom the employee stood in loco parentis when the person was a minor, sibling, step-sibling, foster sibling, adoptive sibling, half-sibling, parent, legal guardian of an employee or an employee's spouse or domestic partner, person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child, step-parent, or the child or a registered domestic partner, or any other individual whose close association with the employee is the equivalent of any of these family relationships) of an employee is a victim of such a crime.

"Victim" means a victim of stalking, domestic violence, or sexual assault; a victim of crime that caused physical injury or that caused mental injury and a direct threat of physical injury; a person whose immediate family member is deceased as the direct result of crime.

Leave may be taken for the following reasons:

- Any employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding.
- An employee victim may take time off to obtain or attempting to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to

help ensure the health, safety, or welfare of the victim or their child.

- An employee victim to seek medical attention for injuries caused by crime or abuse.
- An employee victim to obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse.
- An employee victim to obtain psychological counseling or mental health services related to an experience of crime or abuse.
- An employee victim to participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

When an employee is a victim as defined as follows: A person against whom one of the following crimes has been committed: A violent felony as defined in Penal Code section 667.5(c); A serious felony as defined in Penal Code section 1192.7(c); A felony provision of law proscribing theft or embezzlement, the employee shall be allowed to attend judicial proceedings related to that crime or those crimes against an immediate family member victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.

When an unscheduled absence occurs, the School shall not take any action against the employee if the employee, within a reasonable time after the absence, provides a certification to the employer. Documentation may be from any of the following:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse; or
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible.

This leave is unpaid but the employee may choose to use available sick, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are the victim of domestic violence, sexual assault, or stalking, you may be entitled to a reasonable accommodation for your safety while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime, or referral to a victim assistance organization. The School is not required to undertake an action that constitutes an undue hardship on its business operations. If you require a reasonable accommodation in line with this policy, please contact the School's human resources manager.

You will not be discharged, discriminated against, or retaliated against because of a request for an accommodation under this policy.

If any employee believes they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at (213) 897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws, and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee

who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

PCA will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts PCA's right to discipline an employee, up to and including termination of employment, for violation of PCA's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your available sick, and/or PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

PCA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with PCA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

STAFF OUT OF COUNTRY, STATE, OR SERVICE AREA

Pacific Coast Academy is authorized to serve students in the counties of San Diego, Orange, Riverside, and Imperial. Pacific Coast Academy's primary service area is San Diego County.

Non-Teaching staff will be allowed to live outside the State of California, but within the United States of America, with the express written prior permission of Pacific Coast Academy. Homeschool Teachers need to live in areas where students are served unless granted prior permission.

Homeschool Teachers must live in Pacific Coast Academy's primary service area unless granted prior written permission from the Executive Director. Counselors, itinerant teachers, special education assessors, job coaches, and paraprofessionals must live in one of the School’s authorized counties of service unless granted prior written permission from the Executive Director. Staff without HST rosters or counseling rosters or serving as an itinerant teacher, special education assessor, job coach, or paraprofessional may be allowed to live outside of the School’s primary service area. If an employee lives and/or moves outside of the School's serviced counties travel to School events within the School’s primary service area that are part of the employee’s job description will be considered commute time and not reimbursed by the School unless otherwise approved in advance in writing by the Executive Director.

In order for Pacific Coast Academy to grant permission, the employee will be required to continue to attend all in person meetings. This includes but is not limited to student meetings, staff meetings, School

events, required field trips, testing etc.

Any travel from the employee's residence to Pacific Coast Academy's office in Poway, California is considered to be commute time and will not be reimbursed by Pacific Coast Academy since the employee's place of residence is the employee's choice and for the employee's sole benefit.

The employee will be required to check in at the Poway, California office on any day where the employee attends in person meetings (student meetings, staff meetings, School events, required field trips, testing, etc.) Any missed in person meeting will need to be taken as sick/ vacation or unpaid leave.

Employees are not allowed to perform any work for Pacific Coast Academy while the employee is located outside of the United States of America unless given prior written permission by the Executive Director, or in the case of the Executive Director, the Board of Directors. Any unapproved time taken outside of the United States of America will be taken as vacation leave or unpaid time off, but sick leave may not be used for time taken outside of the United States of America unless otherwise protected by law, such as, but not limited to FLMA.

Any dispute arising out of the employment context between Pacific Coast Academy and the employee will be filed in a court of competent jurisdiction located in San Diego County or with an arbitrator in accordance with an arbitration agreement located in San Diego County and in accordance with the laws of the state of California without regard to conflict of laws principles.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes the following holidays during the year:

- Independence Break
- Labor Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- Presidents' Break
- Spring Break
- Memorial Day
- Juneteenth

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- Paid time off at the Supervisor's request/approval
- Due to closure of Schools because of inclement weather

- Qualified use of Paid Sick Leave with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved paid time off

PAID TIME OFF (PTO)

Full-time 12 month classified employees and certificated directors, and administrators are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses their discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

Full-time, regular Administrative/Classified employees (12-month employees) accrue ten (10) paid vacation days per year. Vacation days are accrued at a rate of 6.667 hours) per month. Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents themselves from work for part or all of a workday, they will be required to use available PTO to make up for the absence.
- In the event a non-exempt employee has exhausted their PTO, any additional time off must be approved by their supervisor and will be taken without pay.

  In the event an exempt employee requests to take an entire day off but does not have enough PTO to cover the entire time off, the time off must be approved by their supervisor and the entire day will be taken without pay. However, if the exempt employee works part of the day and has enough PTO to cover the remaining portion of the day, they will receive pay for the entire day.

- Any employee who misses three (3) consecutive days of work without notice to their supervisor

may be deemed to have abandoned their job and voluntarily resigned from employment.

- Any employee who converts from full-time to part-time status (less than 35 hours/week) will no longer be eligible for PTO. All accrued PTO will be paid out on the paycheck following the conversion.
- Upon separation of employment, eligible employees will be paid their accrued, but unused PTO based on their date of separation and their regular rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap as set forth in this policy.

Limits on Use

~~Eligible employees may use PSL beginning on the 90th day of employment.~~

PSL may be taken in minimum increments of 2 hours. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Permitted Use

Eligible employees may use their allotted PSL as follows:

- To take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee, the employee's family member or a designated person.
- To aid or care for a guide dog, signal dog, or service dog, as those terms are defined by Civil Code section 54.1, of the employee, employee's family member, or the person designated by the employee as identified below.
- If the employee's place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or childcare provider is closed by order of a public official due to a public health emergency.
- For purposes related to donating the employee's bone marrow or an organ of the employee to another person or to care for or assist a person for purposes related to that person's donating

bone marrow or an organ to another person.

- For family emergencies, employees may use up to 2 sick leave days per school year.
- For covered reproductive loss events as defined in statute. If an employee experiences more than one reproductive loss event within a 12-month period, the employee may not take more than 20 days within a 12-month period. Leave taken for reproductive losses must be completed within three months of the event entitling the employee to that leave, unless the employee is on other leave provided under state or federal law. In that case, the employee shall complete the reproductive loss leave within three months of the end of the other leave. Reproductive loss leave may be nonconsecutive.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling, a designated person, the child or parent of a spouse of the employee or those related to the employee by blood or affinity equivalent to a family relationship. "Child" means a biological child, a foster child, an adopted child, a stepchild, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a stepparent, or a legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child. "Spouse" means a legal spouse as defined by California law. "Designated person" means a person identified by the employee at the time the employee requests paid sick days. The employee may only designate one person per 12-month period for sick days.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual

PSL days are accrued as set forth below to eligible employees:

All employees that have worked within California for 30 days are eligible employees that will be awarded PSL beginning on their first day of employment in accordance with the details below:

Workdays per Position	Start Date									
	7/1-8/31	9/1-9/30	10/1-10/31	11/1-11/30	12/1-12/31	1/1-2/28 or 29	3/1-3/31	4/1-4/30	5/1-5/31	6/1-6/30
191, 196, & PT Staff	24	18	12	6	3	24	18	12	6	3
199, 201 & 206	32	24	16	8	4	32	24	16	8	4
228	40	30	20	10	5	40	30	20	10	5

NOTE: Prorated amounts are determined by the percentage available to work during the remainder of the semester.

All employees shall accrue 24 hours by the employee's 120th day of employment and 40 hours by the

employee's 200th day of employment.

Carry Over and Caps on Accrual

The maximum amount of PSL that an employee may accrue is 80 hours for the school year. Carry over into the next year is subject to a cap of 18 days or 144 hours for full time employees. An employee will be awarded the number of hours from the above chart at the start of each semester based on their time of service unless they have already met the cap of 144 hours. Once the maximum accrual is reached, employees stop accruing until the next semester frontload and the amount of accrued sick leave is below 144 hours. Accrued and unused sick leave carries over from year to year, subject to the 144 hour accrual cap. At no time may an employee accrue more than 144 hours. Part time employees will be capped at 80 hours.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. In the event that three (3) or more consecutive work days of sick leave are used, an employee must provide medical clearance to return to work.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under PCA's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at PCA group rates plus an administration fee. PCA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under PCA's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled,

you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

PCA withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

PENSION2 403(B) AND 457(B)

Pension2 is available to all staff members, certificated and classified. Pension2 offers voluntary supplemental savings plans including 403(b) and 457(b) plans with low costs and flexible investment options. The 403(b) plan includes an employer match - 100% of your contributions are matched, up to 5% of your annual BASE contract salary.

If you would like to learn more and enroll in Pension2, South Support Site Pension2 403(b) and 457(b) informational videos provide an overview of what is available and how to enroll. For more information contact Pension2 customer service: (888) 394-2060.

Employer matches are subject to changes, as approved by the Board.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) or participate in a qualifying event because of a family member's military deployment to a foreign country. The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided by the state concurrently while an employee takes an eligible leave of absence under PCA policy and applicable law.

PCA will require you to exhaust any available sick leave and PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information

regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

RETURN-TO-WORK POLICY

PCA strives to assist employees to return to work at the earliest possible date following an injury or illness. A return-to-work program has several benefits for both the School and employees by minimizing time lost from work.

This policy is not intended to supersede or modify the procedures applicable to employees eligible for reasonable accommodation under the Americans with Disabilities Act (ADA) or leave benefits under the Family and Medical Leave Act (FMLA) or California Family Rights Act (CFRA). Inquiries about the ADA, FMLA or CFRA should be directed to the human resource department (HR).

PCA defines "transitional work" as temporary, modified work assignments within the worker's physical abilities, knowledge and skills.

When possible, transitional positions may be made available to qualified employees to minimize or eliminate time lost from work. The School cannot guarantee a transitional position and is under no obligation to offer, create or encumber any specific position for purposes of offering placement to such a position.

Procedures

If a health care provider releases the employee to return to work on modified duty and has completed the return-to-work and job description forms, the employee should return the forms to HR within 24 hours or as soon as practicable. The employee cannot return to work without the release from the health care provider.

HR will review the return-to-work form and determine a transitional position for the employee if appropriate and transitional work falls within the School's operational needs. A transitional position job description, including physical requirements, will be prepared for review and approval by the employee's health care provider.

Transitional positions are developed based on the physical capability of the worker, the needs of the School, and the availability of transitional work. PCA will determine appropriate work hours, shifts,

duration and locations of all work assignments. The School reserves the right to determine the availability, appropriateness and continuation of all transitional work assignments.

It is the responsibility of the employee to provide HR with a current telephone number and address, so the employee may be contacted. The employee must notify HR immediately of any and all changes in medical conditions.

It is the responsibility of the employee and the employee's supervisor to notify HR immediately of any work-related injuries, if the employee misses time from transitional work or of any changes to transitional work assignments.

The employee will be asked to sign the notice indicating their acceptance or refusal of the transitional work job offer and to return the notice to HR.

Any employee returning to a transitional position must not exceed the duties of the position or go beyond the restrictions indicated by the health care provider. If any medical restrictions change, the employee must immediately notify their supervisor and provide the supervisor a copy of the new medical release.

Supervisors will monitor work performance to ensure the employee does not exceed the requirements set by the health care provider.

UNPAID LEAVE

When an exempt salaried employee does not have any available PTO or PSL and there is a need for time off, they must take the whole day unpaid. Exempt salaried staff members cannot take partial days off as unpaid leave.

At the discretion of the Executive Director, an employee may request up to thirty (30) days of unpaid personal leave. Leaves of this type are typically granted for those who would not qualify for the Family Medical Leave Act or California Family Rights Act. Typically, unpaid personal leave may be granted for a serious health condition that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider of your spouse, child, parent, or registered domestic partner and requires your care or assistance as certified in writing by the family member’s health care provider.

Personal leaves, if granted, are without pay and will be considered on the basis of the employee’s length of service, performance, responsibility level, and the impact of the leave on our School. Employees will be required to use sick and/or PTO hours, if available. An extension beyond thirty (30) days may be considered on a case-by-case basis but shall not exceed ninety (90) days (90 total days in a twelve-month period).

Ordinarily, you must request a planned unpaid personal leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School’s request form, which is available upon request from Human Resources.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. Human Resources will contact employees taking personal leave regarding health and supplemental benefit continuation.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using PCA's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The School has provided each staff member with a laptop for the purpose of performing all School related functions. It is required that all staff use School issued laptops and refrain from using personal computers for School business, unless staff receives prior written permission from their supervisor to use a personal computer for a limited period of time.

The School and technology department utilize best practices for securing and maintaining laptops. The efforts and systems used are in place to:

- Create a secure, reliable and safe computing environment
- Prevent data loss, including Personally Identifiable Information (PII), confidential or proprietary information
- Have data and management safeguards in place in the case of lost or stolen laptops
- Reduce overall risk of identity theft, work stoppage, data loss/ransoms, etc. and maintain compliance with Cybersecurity Insurance policies

School staff:

- SHOULD NOT use a personal computer/laptop to perform regular work duties
- SHOULD NOT store any PII, confidential or proprietary information to a personal device

The School acknowledges that using email and viewing/editing documents via a personal computer/laptop may occur and is allowed only in limited circumstances with prior written permission.

The School and technology department require that all staff implement MFA (multi factor authentication) wherever possible and require that any instance of a lost personal device that has ever accessed your School email/Drive/systems be reported to the technology department and your supervisor immediately so your passwords can be reset and accounts secured, especially critical in the case of saved passwords on a personal device.

Failure to adhere to this policy may result in discipline, up to and including potential termination.

The Communication Systems are the property of PCA and have been provided for use in conducting PCA business. All communications and information transmitted by, received from, created, or stored in PCA's Communication Systems are records and property of PCA. The Communication Systems are to be used for School purposes only. Employees may, however, use PCA technology resources for the following

incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with PCA business, and does not violate any PCA policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided employees adhere to all other usage policies.

No Expectation of Privacy

PCA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the internet, and reviewing Email, voicemails, and instant messages sent and received by users. Further, PCA may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of PCA's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from PCA's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish PCA's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed PCA upon request for any reason that PCA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though PCA has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on PCA letterhead.

Offensive and Inappropriate Material

PCA's policy against discrimination and harassment, sexual or otherwise, applies fully to PCA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the internet or displayed or stored in PCA's computers. Likewise, material or graphics political in nature are not allowed to be used or displayed during work hours. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director.

PCA may (but is not required) to use software to identify inappropriate or sexually explicit internet sites. Such sites may be blocked from access by PCA networks. Employees who encounter inappropriate or sexually explicit material while browsing on the internet should immediately disconnect from the site, regardless of whether the site was subject to PCA's blocking software.

Licenses and Fees

Employees may not agree to a license or download any material over the internet for which a registration fee is charged without first obtaining the express written permission of the Executive Director.

Games and Entertainment Software

Employees may not use a PCA internet connection to download games or other entertainment software, or to play games over the internet.

Confidential Information

Employees may not transmit information over the internet or through email that is confidential or proprietary. Employees are referred to PCA's "Confidential Information" policy, contained herein, for a general description of what PCA deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

PCA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any PCA approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of PCA, employees posting information must include a disclaimer in that information

stating, “Views expressed by the author do not necessarily represent those of PCA.”

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the internet through a computer attached to PCA’s network must do so through an approved internet firewall. Accessing the internet directly by modem is strictly prohibited unless the computer you are using is not connected to PCA’s network.

Files obtained from sources outside PCA including disks brought from home; including files downloaded from the internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents, or vendors, may contain dangerous computer viruses that may damage PCA’s computer network. Employees should never download files from the internet, accept email attachments from outsiders, or use disks from non-PCA sources, without first scanning the material with PCA approved virus checking software. If you suspect that a virus has been introduced into PCA network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

PCA reserves the right to modify this policy at any time, with or without notice. PCA may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA AND VIDEO CONFERENCING POLICIES

PCA has adopted the following policy with regard to employees’ behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. PCA has also adopted a policy regarding employees’ behavior during video conferencing. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control

of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers,

suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting or explicit/implicit message puts their effectiveness as a School employee at risk. PCA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Personal or Professional Blogs

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources. Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not

addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with PCA's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

PCA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Staff Equipment

Each staff member assigned devices and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used.
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - Immediately report the incident to their immediate supervisor and/or Executive Director.
    - Obtain an official police report documenting the theft or loss; and
    - Provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Generally personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for PCA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

PCA's Communication Systems may not be used to solicit for political causes, commercial enterprises,

outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the internet.

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, PCA has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by PCA.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by PCA employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by PCA.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. PCA must approve any postings prior to posting.

PCA reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock.". Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except, employee

break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of PCA to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a PCA decision-maker and their Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all PCA board members, employees, individual consultants hired or retained by PCA, and School Services Providers hired or retained by PCA.

Relationships between PCA board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- Family Members of PCA board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, and father-in-law.

"Nepotism" describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

"School Services Provider" shall mean any provider of School services to PCA, and in the case of an organization shall mean be the responsible individual at such organization that provides School services to PCA.

Procedures

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that PCA's best interests would be served otherwise.

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within PCA, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether they have a Family Member who is presently employed by or on the board of PCA, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, PCA will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and PCA. If a mutual agreement is unattainable, the Board will determine, in PCA's best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that PCA's best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship

between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to any building or office are responsible for their safekeeping.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any School key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your School keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Executive Director.

The last employee, or a designated employee, who leaves the office and /or the School site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on School property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time PCA may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

In PCA's discretion, employees' work areas (i.e., desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for PCA property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to PCA. PCA will generally try to obtain an employee's consent before conducting a search of work areas, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

PCA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect PCA or which occur on PCA property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on PCA premises, regardless of the relationship between PCA and the parties involved
- All threats or acts of violence occurring off PCA premises involving someone who is acting in the

capacity of a representative of PCA

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy PCA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

PCA's prohibition against threats and acts of violence applies to all persons involved in PCA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on PCA property. Violations of this policy by any individual on PCA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Executive Director.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

School Dress Code

It is the goal of the School to foster a professional work environment for all staff, as part of our commitment to providing excellent customer service to our families, our communities, our professional associates, and respect for one another.

General Rules

Clothing should be clean, free of wrinkles, rips or tears, and appropriate for the workplace. Nothing too tight or revealing (i.e., nothing too low cut in the front or back, or sheer), no bare midriffs, no spaghetti straps, and no undergarments showing. No shorts or yoga pants. No offensive language or images. Hair should be clean and neatly groomed. Please cover tattoos whenever possible.

Casual Business Attire

Tops

- Polo style or button-down shirts or blouse
- Pullovers or sweaters
- *No tank tops

Bottoms

- Skirt (no more than 3” above the knee)
- Dress slacks or Khakis
- Capri pants
- Denim jeans

Dresses

- No more than 3" above the knee

Hats

- School hats

Shoes

- Comfortable and professional: This may include dress shoes, boots, heels, sandals, or flats.
- *If you are in a position where you are moving items or furniture, please wear closed-toe shoes.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher

relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from School or School activities without parental permission
- Being alone in a room with a student at School with the door closed
- Going into PCA students' homes during work hours unless there is a special work-related circumstance and express permission has been granted by executive leadership
- Bringing your own children into PCA students' homes
- Bringing your own children to learning period meetings or professional development meetings.
- Allowing students in your home during work hours
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not

about School activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any School activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off School property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to School activities or classes (communication should be initiated via School-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular School hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, they must report the suspicion to their immediate supervisor or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems

necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e., our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director.

STANDARDS OF CONDUCT AND CIVILITY

At PCA, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As School employees, we also serve as role models to our students.

PCA employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All employees and any individuals acting on behalf of PCA are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources. Failure to comply with this policy may result in disciplinary action, up to and including termination.

Children must have adult supervision at all times. Separate, specific supervision of staff members' children must be secured (at employee's expense) while staff members are performing work duties.

CIVILITY

- Everyone treats each other with civility, dignity, respect and professionalism at all times
- Employees exercise emotional self-control and sensitivity to feelings of others not with blame or recrimination
- Employee behavior supports an environment where everyone feels safe, secure and respected.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Any conduct that has gained sufficient notoriety so as to impair the employee's School-related relationships
- Any willful conduct that endangers the safety, health or wellbeing of another individual
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the School
- Immoral conduct
- Unfitness for service
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Violation of the Standards of Conduct and Civility Policy

- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential

information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Violations of this policy may result in disciplinary action, up to and including termination.

If you receive a request by a parent/guardian to provide a narrative about a student's participation in the School's program for purposes of a child custody dispute, inform the parent/guardian that it is not the policy of the School to provide such information without a subpoena. If the parent/guardian requests copies of a student's educational records, please refer them to the records department, which may be reached at (619) 215-0704 x430 or records@pacificcoastacademy.org. If you receive a subpoena to provide testimony or records about a particular student, please contact your administrator.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

Employees shall not be financially interested in any contract made by them in their official capacity.

PCA expects employees to devote their best efforts to the interests of our School. PCA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at PCA or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with PCA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to PCA's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full-time employee we expect that you devote your full professional effort to your position at PCA. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity

conflicts with PCA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at PCA.
- Involve organizations that are doing or seek to do business with PCA including actual or potential vendors.
- Violate provisions of law or PCA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to PCA must be given priority. Full-time employees are hired and continue employment with the understanding that PCA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of PCA that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of PCA. During working hours or on School premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, their duties as an officer of employee of PCA if any of the following apply:

- It involves the use of PCA time, facilities, equipment, supplies, or the officer's or employee's position or influence with PCA, for private gain or advantage.
- It involves receipt or acceptance by the officer of employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with PCA.
- It involves the performance of an act as part of the outside activity that involves services performed for PCA.
- It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use PCA's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be

inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of PCA, the officer or employee shall obtain a written determination of the Executive Director or designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

PCA will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of PCA business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of PCA that PCA shall not provide any funds or thing of value to any student or their parent or guardian that a school district could not legally provide to a similarly situated student, or their parent or guardian. PCA does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use their status as a student, parent or guardian with PCA in order to obtain funds or things of value from PCA. For example, this policy prohibits an individual from utilizing their status as a parent or guardian to obtain a vendor contract with PCA for compensation. It also prohibits an individual from utilizing their status as a parent or guardian to refer or encourage any students enrolled in PCA, or their parents or guardians, to select that individual or their company or their another provider of services, in connection with the student's education at PCA, resulting in the individual's receipt of funds or thing of value from PCA.

Procedures

The prior approval of the Executive Director or designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

- Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
- Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of PCA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises
- Refusing to submit to an inspection or testing when requested by administration
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed or recreational marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a

statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by Intoxilyzer, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, cigars, pipes, vaping and/or (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of your Executive Director, other employees or call 911. Report any suspicious persons or activities to your Executive Director. Never attempt to force an individual to leave the workplace if they are uncooperative. Immediately contact your supervisor or School administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on School property without the prior written approval of the Executive Director and the written consent of the individual being recorded. Please report any problems with our security systems to your Executive Director.

VIDEO SURVEILLANCE FOR DANIELSON STREET OFFICE

Pacific Coast Academy ("Charter School") is committed to maintaining a safe and healthy learning environment for all members of the School community. In furtherance of this goal, Charter School has installed security cameras in the hallways, entry ways, inventory rooms, and other locations throughout the administrative office at 13915 Danielson Street, Suites 100, 101, 102 and 200, Poway, California 92064 ("Office") for the safety of visitors and to secure Charter School property.

These systems have visual recording capabilities and the recordings may be retained in Charter School's sole discretion. There are no cameras in restrooms and other similar sensitive locations ("Sensitive Locations").

While in or around the Office, Charter School employees are subject to video surveillance and recording and do not have an expectation of privacy other than while in Sensitive Locations.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on PCA property. Be cautious: keep School property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized School business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

PCA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on PCA's premises, including the parking area, or away from School property while on School business PCA employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

PCA is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

PCA has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

PCA has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

PCA will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from PCA; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to PCA for three consecutive work days. PCA requests that employees provide at least two weeks written notice of a voluntary termination. All PCA property must be returned immediately upon terminating employment. PCA retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of PCA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, PCA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at PCA may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at PCA. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, PCA will disclose only the dates of employment and the title of the last position held. PCA will verify or disclose an employee's salary history only if the employee provides written authorization for PCA to provide the information. However, PCA will provide information about current or former employees as required by law or court order. PCA will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Pacific Coast Academy's ("PCA") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of PCA's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that PCA is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding PCA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of PCA's policies.

In particular, I have read and understand PCA's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with PCA at any time, PCA, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and PCA for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of PCA, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between PCA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with PCA, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

PCA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than PCA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Coversheet

Invoices over $100,000

Section: V. Consent Agenda
Item: K. Invoices over $100,000
Purpose:
Submitted by:
Related Material:
Edmentum 5.2.24 - Invoice INV3229984-REV - $109,110.pdf
6.3.2024 NCUST Invoice 2024-2025 NCUST_Pacific Coast - $100,000.00.pdf
REDEACTED - LIGHTHOUSE 06.01.24 - INVOICE 372 - $120255.10 (1).pdf

edmentum™

Remit Address:

PO Box 776725
Chicago, IL 60677-6725
800-419-3191

Invoice

Date	5/2/2024
Invoice #	INV3229984-REV
Terms	PAYPLAN
Due Date	7/31/2024
PO#	NEED PO
Order #	Q-621454
Customer #	529067

Bill To
Pacific Coast Academy School District Attn: Accounts Payable 13915 Danielson St. #103 Poway CA 92064

Make checks payable to:
Edmentum Tax ID#: 41-1646390

Amount Due	Amount Enclosed
$109,110.00	

Please detach top portion and return with your payment

Description	QTY	Start Date	End Date	Payable Amt
Courseware Pilot				$0.00
Courseware Core Virtual Pilot Package	1	7/1/2024	12/31/2024	
Courseware: Comprehensive Library - Program License	500	7/1/2024	12/31/2024	
Exact Path - 3 years				$327,330.00
Exact Path: Core Learning Path - Program License	6000	7/1/2024	6/30/2027	
Exact Path: Renaissance Integration	1	7/1/2024	6/30/2027	
Exact Path: Standards Mastery	6000	7/1/2024	6/30/2027	
Customer Success Services	1	7/1/2024	6/30/2025	
Customer Success Services	1	7/1/2025	6/30/2026	
Customer Success Services	1	7/1/2026	6/30/2027	

Subtotal	$327,330.00
Tax	$0.00
Installment Amount due	**$109,110.00**

6266-1110-0000-5804

PCA

INVOICE

SAN DIEGO STATE UNIVERSITY FOUNDATION

dba SAN DIEGO STATE UNIVERSITY RESEARCH FOUNDATION
5250 CAMPANILE DR.
SAN DIEGO, CA 92182 – 1948
(619) 594 – 5771 TIN#: 95-6042721

No. 223123

Borjas, Alex

PLEASE INCLUDE INVOICE NO. ON PAYMENT OR RETURN COPY OF INVOICE

TO: PACIFIC COAST ACADEMY
13915 DANIELSON ST. #200
POWAY, CA 92064
ATTN: KRYSTIN DEMOFONTE

DTL CD	FUND	ORGN	ACCT
J244	5B626A		1416

CUSTOMER REFERENCE
2024-2025 NCUST/Pacific Coast

DATE June 03, 2024

REQUEST FOR REIMBURSEMENT OF EXPENSES IN CONNECTION WITH THE ABOVE REFERENCED CONTRACT ENTITLED: 'NCUST: Pacific Coast Academy 24-25' UNDER THE DIRECTION OF: Escobedo, Jose OF SAN DIEGO STATE UNIVERSITY FOR THE PERIOD 01-JUN-2024 THRU 30-JUN-2025.

"I certify that all expenditures reported (or payment requested) are for appropriate purposes and in accordance with the provisions of the Contract."

Omar Arras Omar Arras, Billing Specialist (619) 594-3330

INVOICE ITEMS:

Description	Amount
Request for 1st installment of NCUST funds:	100,000.00

TOTAL DUE UPON RECEIPT	**$100,000.00**

APPROVED
By Joe Brigantino at 8:09 am, Jun 06, 2024

Accounting PCA <accounting@pacificcoastacademy.org>

Fwd: Invoice for Agreement 2024-2025 NCUST/Pacific Coast (SDSURF Fund 5B626A)

Krystin Demofonte <krystin.demofonte@pacificcoastacademy.org> Tue, Jun 4, 2024 at 4:00 PM
To: Pacific Coast Academy Accounting <accounting@pacificcoastacademy.org>

Yes, approved

Best,

Krystin Demofonte
Executive Director

On Tue, Jun 4, 2024 at 3:21 PM Pacific Coast Academy Accounting <accounting@pacificcoastacademy.org> wrote:

> Hi Krystin!
>
> Can you please confirm Invoice 223123 is correct and okay for processing? Thank you for your help with this!
>
> Respectfully,
>
> Gloria Vazquez
>
> Gloria Vazquez
> Accounting Specialist
> Pacific Coast Academy
> (619) 215-0704
> www.PacificCoastAcademy.org
>
> On Tue, Jun 4, 2024 at 8:18 AM Krystin Demofonte <krystin.demofonte@pacificcoastacademy.org> wrote:
>
> > Best,
> >
> > Krystin Demofonte
> > Executive Director
> >
> > ---------- Forwarded message ---------
> > From: **Omar Arras** <oarras@sdsu.edu>
> > Date: Mon, Jun 3, 2024 at 5:09 PM
> > Subject: Invoice for Agreement 2024-2025 NCUST/Pacific Coast (SDSURF Fund 5B626A)
> > To: <krystin.demofonte@pacificcoastacademy.org>
> >
> > Good afternoon,
> >
> > Attached is our Invoice #223123 requesting payment on the 1st installment of NCUST funds for the above referenced agreement. Please contact me if you have any questions.
> >
> > Thank you.

Best regards,

Omar Arras
Financial Services / Billing Specialist
SDSU Research Foundation

oarras@sdsu.edu
Office: 619-594-3330

SDSU Research Foundation | foundation.sdsu.edu
5250 Campanile Drive
San Diego, CA 92182-1947
Twitter | Facebook | Instagram | LinkedIn
Service - Collaboration - Innovation - Diversity - Integrity

SDSU

Your feedback counts! Did I help you today? Please take this brief service survey.

May 13, 2024

AGREEMENT FOR PROFESSIONAL SERVICES

San Diego State University Research Foundation (Contractor)
5250 Campanile Drive
San Diego, CA 92182

on behalf of
NATIONAL CENTER FOR URBAN SCHOOL TRANSFORMATION
3910 University Avenue
San Diego, CA 92105

Attention:
Sandra M. Nordahl, CRA
Director, Sponsored Research Contracting and Compliance
Email: sdsurfawards@sdsu.edu

With copy to:
Karen Jones, NCUST Director of Operations (619-594-7905)

and

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

Attention: Ms. Krystin Demofonte, Executive Director,
krystin.demofonte@pacificcoastacademy.org

NOW, THEREFORE, the Parties-agree as follows:

1. PERIOD OF AGREEMENT. The term of this Agreement shall be from June 1, 2024 through June 30, 2025.

2. DUTIES OF THE CONTRACTOR. Contractor shall provide services in accordance with EXHIBIT A, Section 1, which is attached hereto and made a part hereof.

3. STAFFING. Contractor shall be solely responsible for staff providing services under this Agreement. Contractor certifies that staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services. Contractor assumes full responsibility for workers' compensation insurance and for payment of all Federal, State and local taxes or contributions, including but not limited to unemployment insurance, social security, Medicare and income taxes with respect to Contractor's staff providing services under this Agreement.

4. INDEPENDENT CONTRACTOR. While engaged in performance of this Agreement the Contractor is an independent contractor and is not an officer, agent, or employee of the District.

5. CONTRACT VALUE. The District shall pay the Contractor a fixed price, not to exceed $195,000 for implementing and providing the services described in EXHIBIT A, Section 1. Payment shall be made by District

to the Contractor in accordance with the schedule specified in EXHIBIT A, Section 2 which is attached hereto and made a part hereof.

6. RIGHTS TO REPORTS. The rights to any report or evaluation developed by the Contractor in connection with this Agreement shall belong to the Contractor. District shall have the right to use material developed under this contract for non-commercial education and research purposes.

7. ENTIRE AGREEMENT/AMENDMENT. This Agreement and any exhibits attached hereto constitute the entire Agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement and may be amended only by written amendment executed by both Parties to this Agreement.

8. SEVERABILITY. If any section, provision or portion of this Agreement is held to be invalid, illegal or void by a court of proper jurisdiction, the remainder of this Agreement shall nevertheless subsist and continue in full force and effect.

9. AUTHORITY. Contractor has full power and authority to enter into this Agreement and to perform hereunder, and such entry and performance do not and will not violate any rights of any third party.

10. INDEMNIFICATION. Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney’s fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Contractor, its officers, agents or employees.

District shall defend, indemnify and hold harmless Contractor, San Diego State University, Trustees of the CSU, the State of California, its officers, employees and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney’s fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents or employees.

11. TERMINATION. Either Party may, by thirty (30) days written notice stating the extent and effective date, terminate this Agreement for convenience in whole or in part, at any time. Contractor shall be entitled to payment of allowable and any uncancellable costs up to and including date of termination or such reasonable part of the fee as shall apply to services properly performed prior to the date of postponement, suspension, or termination.

12. ORDER OF PRECEDENCE. The use of any purchase orders to facilitate issuance of payments under this Agreement shall be in accordance with the terms of the Agreement, and any terms or conditions contained within such purchase order that directly contradict or conflict with the Agreement or subsequent amendments shall be deemed "RESERVED" or self-deleting.

May 13, 2024

IN WITNESS HEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE DULY EXECUTED.

- DISTRICT-

Pacific Coast Academy Charter School

BY _____

Ms. Krystin Demofonte

TITLE: Executive Director

Fed. I.D. #: 95-6042721

Dated 5/15/2024

-CONTRACTOR-

SAN DIEGO STATE UNIVERSITY RESEARCH FOUNDATION on behalf of NATIONAL CENTER FOR URBAN SCHOOL TRANSFORMATION

BY _____ Digitally signed by Sandra M. Nordahl, CRA Date: 2024.05.28 14:49:20 -07'00'

Sandra M. Nordahl, CRA

TITLE: Director, SR Contracting and Compliance

Dated: _____

and BY _____

Jose Francisco Escobedo, Ed.D.

TITLE: Exec. Director, National Center for Urban School Transformation

Dated: May 24, 2024

May 13, 2024

Exhibit A

1. SERVICES TO BE PROVIDED BY CONTRACTOR.

NCUST Leadership Certificate Program (tentatively to occur during the academic year of 2024-2025) Unlike many traditional programs, our National Leadership Certificate cannot be earned through seat time or by completing assignments. Instead, the only way to earn our National Leadership Certificate is to demonstrate the attainment of a specific, objective target that advances equity and excellence for students served at the candidate's school. Each of the Thirteen (13) candidates will propose a target (with Ms. Demofonte's approval) in the first few months of the program. When NCUST approves the target, the remainder of the entire program is focused on helping the candidate provide leadership in a manner that results in the attainment of the target.

NCUST Executive Coaches provide three virtual courses based on key lessons learned through our study of high-performing schools (total of 7 virtual sessions) within a 10-month period. NCUST Executive Coaches provide each candidate at least 5 virtual one-on-one coaching designed to maximize the likelihood that their school achieves the approved target. In particular, the Executive Coaches utilize their knowledge and experience to support candidates in navigating the various "leadership challenges" that often derail progress toward equity and excellence. The completion of this certification will allow each candidate to fulfill one-third of their doctorate course at SDSU's Educational Leadership Program.

The following describes the content of each course:

A. ADVANCING TEACHING PRACTICES IN PURSUIT OF EQUITY AND EXCELLENCE (3 sessions)

Through this course, candidates will learn how almost all meaningful efforts to improve equity and excellence include efforts to improve curriculum and instruction. In this course, candidates will engage their teams (department or RC) in considering how curriculum and instruction might be improved in ways that accelerate the attainment of the target. Candidates will engage their colleagues in taking stock based on data of curricular and/or instructional practices that might be contributing to strong outcomes for some groups of students while inequitable for others.

B. OVERCOMING THE LEADERSHIP CHALLENGES (2 sessions)

Through this course, each leader will reflect upon the progress generated throughout the prior four courses. Specifically, each leader will consider the extent to which they have developed a critical mass of stakeholders who are committed to a) strengthening the school's culture, curricula, and instruction and b) building a coherent educational improvement system in ways likely to advance the attainment of their target.

Each leader will be asked to reflect upon the four leadership challenges that often frustrate school improvement efforts. Leaders will identify sources of resistance and consider leadership strategies that can be helpful in responding to the resistance.

May 13, 2024

C. ADVANCING SCHOOL CULTURE IN PURSUIT OF EQUITY AND EXCELLENCE (2 sessions)

Through this course, candidates will learn how almost all meaningful efforts to improve equity and excellence include efforts to improve the school culture experienced by various groups of stakeholders. Candidates will engage their teams (department or RC) in developing a deeper understanding of how their school culture might be strengthened in ways that promote the attainment of their target. Candidates will implement strategies for taking stock of the extent to which various stakeholders (students, parents, teachers, and support personnel) feel valued, respected, and capable in their efforts to address the target. Based on the feedback acquired, candidates will determine a few key actions they will undertake to strengthen school culture in ways that will maximize the engagement of all groups of stakeholders.

2. PAYMENT SCHEDULE.

In accordance with the contract, Pacific Coast Academy shall pay Contractor the following amount by the date listed:

1. By June 1, 2024, Pacific Coast Academy shall pay Contractor $100,000.
2. By January 31, 2025, Pacific Coast Academy shall pay Contractor $95,000.

Pacific Coast Academy shall pay invoices upon receipt.

Kristine Franklin

Lighthouse Therapy School Services, Inc

14493 S Padre Island Dr Ste A. PMB 667
Corpus Christi, TX 78418-9997
US
janet@lighthouse-therapy.com

INVOICE

BILL TO	SHIP TO		
Pacific Coast Academy	Pacific Coast Academy	INVOICE	372
Pacific Coast Academy	Pacific Coast Academy	DATE	06/01/2024
13915 Danielson St. #103	13915 Danielson St. #103	TERMS	Net 45
Poway, CA 92064	Poway, CA 92064	DUE DATE	07/16/2024

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
05/01/2024	SLP - FTE	Week of 04/28/2024 to 05/04/2024	3.50	3,240.00	11,340.00
05/01/2024	SLP - FTE	Week of 05/05/2024 to 05/11/2024	4	3,240.00	12,960.00
05/01/2024	SLP - FTE	Week of 05/12/2024 to 05/18/2024	4	3,240.00	12,960.00
05/01/2024	SLP - FTE	Week of 05/19/2024 to 05/25/2024	4	3,240.00	12,960.00
05/01/2024	SLP - FTE	Week of 05/26/2024 to 06/01/2024	3.50	3,240.00	11,340.00
05/01/2024	OT - FTE	Week of 04/28/2024 to 05/04/2024	1	3,240.00	3,240.00
05/01/2024	OT - FTE	Week of 05/05/2024 to 05/11/2024	1	3,240.00	3,240.00
05/01/2024	OT - FTE	Week of 05/12/2024 to 05/18/2024	1	3,240.00	3,240.00
05/01/2024	OT - FTE	Week of 05/19/2024 to 05/25/2024	1	3,240.00	3,240.00
05/01/2024	OT - FTE	Week of 05/26/2024 to 06/01/2024	1	3,240.00	3,240.00
05/01/2024	SC - FTE	Week of 04/28/2024 to 05/04/2024	1	3,920.00	3,920.00
05/01/2024	SC - FTE	Week of 05/05/2024 to 05/11/2024	1	3,920.00	3,920.00

Kristine Franklin

05/01/2024	SC - FTE	Week of 05/12/2024 to 05/18/2024	1	3,920.00	3,920.00
05/01/2024	SC - FTE	Week of 05/19/2024 to 05/25/2024	1	3,920.00	3,920.00
05/01/2024	SC - FTE	Week of 05/26/2024 to 06/01/2024	1	3,920.00	3,920.00
05/01/2024	Set up Time per Student		4	139.00	556.00
05/01/2024	AT - Consultation per IEP - Client No Show	5/14/2024 30.00	0.50	200.00	100.00
05/01/2024	AT - IEP Attendance - Completed	5/22/2024 90.00	1.50	200.00	300.00
05/01/2024	AT - Parent/Teacher Communication - Completed	5/6/2024 10.00	0.17	200.00	34.00
05/01/2024	AAC - Parent/Teacher Communication Doc and Planning	15% fee of services rendered	0.17	30.00	5.10
05/01/2024	OT - Assessment - Completed		13	730.00	9,490.00
05/01/2024	SLP - Assessment - Completed		17	730.00	12,410.00

Contact Lighthouse Therapy to pay.

BALANCE DUE **$120,255.10**

Account code	SUM of Line cost
6546-3903-3110-5102	$19,600.00
6500-3909-3172-5102	$317.10
6500-3909-3150-5102	$139.00
6500-3909-3122-5102	$139.00
6500-3909-2495-5102	$300.00
6500-3907-3172-5102	$100.00
6500-3903-9412-5102	$21,900.00
6500-3903-3150-5102	$61,560.00
6500-3903-3122-5102	$16,200.00
	$0.00
Grand Total	**$120,255.10**