



# Pacific Coast Academy

## Regular Scheduled Board Meeting

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### Date and Time

Tuesday September 10, 2024 at 6:00 PM PDT

### Location

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

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Benjamin Fung	1 m
<b>B.</b> Roll Call of Board Members		Benjamin Fung	1 m
<b>C.</b> Approval of Agenda	Vote	Benjamin Fung	1 m
<b>D.</b> Public Comments			
<b>II. Finance</b>			<b>6:03 PM</b>
<b>A.</b> 2023-2024 Unaudited Actual Reports	Vote	Kate Eng	10 m
<b>III. Other Business</b>			<b>6:13 PM</b>
<b>A.</b> Resolution to Change Recipient Bank Account for SDCOE Treasury Transfers	Vote	Krystin Demofonte	5 m

	Purpose	Presenter	Time
<b>B.</b> Resolution Regarding Curriculum Fair	Vote	Krystin Demofonte	5 m
<b>C.</b> Executive Director Report	FYI	Krystin Demofonte	10 m

**IV. Consent Agenda**

**6:33 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 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 August 14, 2024

- B.** 2024-2025 Compensation Policy and Stipend Charts
- C.** 2023-2024 Education Protection Account (EPA) Actuals
- D.** EL Master Plan
- E.** Invoices over \$100,000
- F.** Approve Consent Agenda

This Is The Vote To Approve The Consent Agenda Items.

**V. Closing Items**

**6:33 PM**

<b>A.</b> Announcement of Next Scheduled Meeting- October 17 at 6:00pm	FYI	Benjamin Fung	1 m
<b>B.</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](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Coversheet

## 2023-2024 Unaudited Actual Reports

<b>Section:</b>	II. Finance
<b>Item:</b>	A. 2023-2024 Unaudited Actual Reports
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	FY24-06-PCA-UAR Financial Presentation.pdf





# Pacific Coast Academy

## Unaudited Actuals Report – FY23-24

# Highlights

- Revenue closed at **\$83M, +\$620K** to May forecast
- Expenses totaled **\$78M, -\$710K**
- Year-end surplus was **\$5.5M, +\$1.3M**
- No outstanding factoring or borrowing was needed
- P2 ADA was **5,600**

## Compliance and Reporting

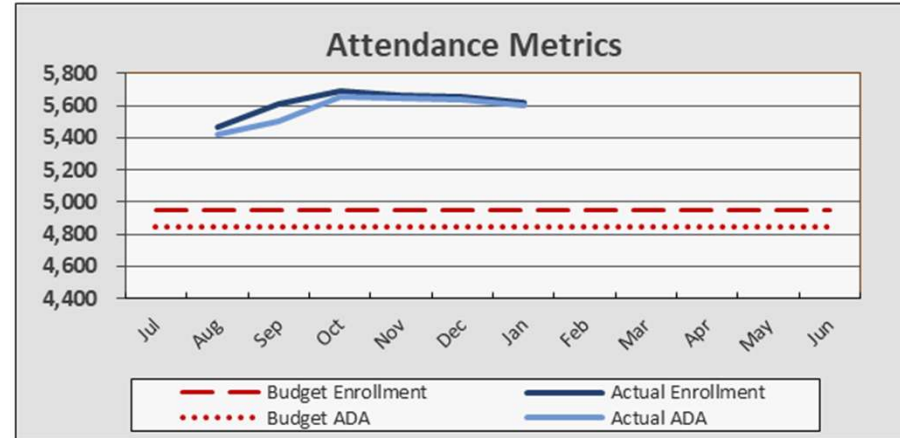
- PTR was within the requirement minimum
- 40/80 spending requirement in compliance

Pupil:Teacher Ratio	
22.14	:1

Cert.	Instr.
51.7%	83.2%
9,745,675	2,688,758

# Attendance

<b>Enrollment &amp; Per Pupil Data</b>		
	<b><u>Actual</u></b>	<b><u>Budget</u></b>
Average Enrollment	5,623	4,948
ADA	5,600	4,847
Attendance Rate	99.6%	98.0%
Unduplicated %	38.8%	38.4%
Revenue per ADA	\$14,836	\$13,761
Expenses per ADA	\$13,854	\$12,934



- P2 ADA = 5,600
  - +16% compared with original budget

# Revenue

- Revenue increased by **\$620K** to prior projection, driven by:
  - **State Lottery: +\$360K**, higher than projected receipts
  - **SPED: +\$100K**
  - **Educator Effectiveness: \$70K**, shifting funds budgeted for out years
- STRS on Behalf revenue accrual totaled **\$2.6M**, offset by equal amount in expenses

## Revenue

Year-to-Date			
Actual		Budget	Fav/(Unf)
\$	65,882,696	\$ 56,891,096	\$ 8,991,600
	6,773,807	3,830,383	2,943,425
	7,679,297	5,976,763	1,702,534
	92,114	-	92,114
<b>\$</b>	<b>80,427,914</b>	<b>\$ 66,698,242</b>	<b>\$ 13,729,673</b>

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 65,882,696	\$ 56,891,096	\$ 8,991,600
6,745,600	3,830,383	2,915,217
10,363,669	5,976,763	4,386,906
92,115	-	92,115
<b>\$ 83,084,080</b>	<b>\$ 66,698,242</b>	<b>\$ 16,385,838</b>

# Expenses

- Expenses were minimally lower than prior projection **-\$710K** (1%), driven by personnel
- STRS on Behalf accrual totaled **\$2.6M**

## Expenses

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 29,663,829	\$ 26,018,918	\$ (3,644,911)
Classified Salaries	4,689,470	4,320,498	(368,972)
Benefits	9,885,633	10,103,174	217,541
Books and Supplies	10,764,230	11,342,588	578,358
Subagreement Services	15,264,651	7,518,521	(7,746,130)
Operations	874,238	638,200	(236,038)
Facilities	499,638	409,300	(90,338)
Professional Services	3,690,167	2,324,194	(1,365,973)
Depreciation	30,317	18,100	(12,217)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 75,362,172</b>	<b>\$ 62,693,493</b>	<b>\$ (12,668,680)</b>

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 29,586,611	\$ 26,018,918	\$ (3,567,693)
Classified Salaries	4,689,470	4,320,498	(368,972)
Benefits	12,252,656	10,103,174	(2,149,482)
Books and Supplies	10,683,754	11,342,588	658,834
Subagreement Services	15,294,505	7,518,521	(7,775,984)
Operations	867,041	638,200	(228,841)
Facilities	499,637	409,300	(90,337)
Professional Services	3,682,042	2,324,194	(1,357,848)
Depreciation	30,316	18,100	(12,216)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 77,586,032</b>	<b>\$ 62,693,493</b>	<b>\$ (14,892,539)</b>

# Fund Balance

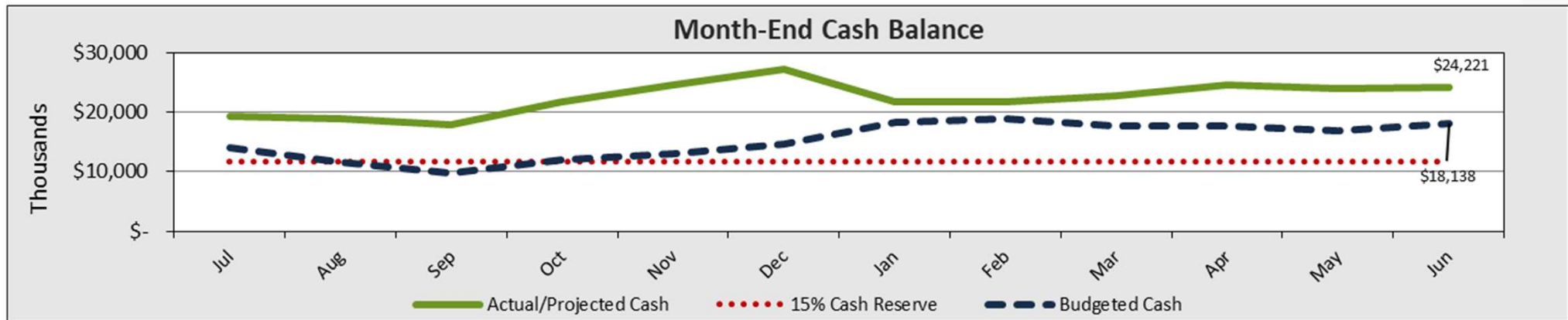
- Full-year surplus increased by **\$1.3M** to **\$5.5M**
- Year-end fund balance exceeded State requirements of 3% and Authorizer requirement of 5%.

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ 5,065,742	\$ 4,004,749	\$ 1,060,992
Beginning Fund Balance	<u>12,405,781</u>	<u>12,405,781</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 17,471,524</u></b>	<b><u>\$ 16,410,530</u></b>	
<i>As a % of Annual Expenses</i>	22.5%	26.2%	

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
	\$ 5,498,048	\$ 4,004,749	\$ 1,493,299
	<u>12,405,781</u>	<u>12,405,781</u>	
	<b><u>\$ 17,903,829</u></b>	<b><u>\$ 16,410,530</u></b>	
	23.1%	26.2%	

# Cash Balance

- 6/30 cash balance: **\$16.9M**
- No factoring or borrowing was needed



# Appendices

- Forecast 23-24 / Monthly Cash Flow
- 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

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

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

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
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	7,491,257	-
-	-	213,096	29,256	-	242,351	-	-	344,479	-	-	290,878	-
-	-	-	0	-	-	-	(15,730)	(15,774)	(15,730)	(15,730)	(15,731)	-
-	-	-	-	-	-	739,603	-	-	-	-	664,784	0
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	8,431,188	0

**Federal Revenue**

8181	Special Education - Entitlement
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8293	Title III - Limited English
8296	Other Federal Revenue
8299	Prior Year Federal Revenue

-	-	-	-	-	-	-	-	-	-	-	786,277	-
-	-	-	-	-	-	404,171	-	-	174,913	-	-	385
-	-	-	-	-	-	-	43,805	-	60,375	-	-	(27,572)
-	-	-	-	-	-	-	-	-	7,781	-	-	(2,074)
-	1,137,810	-	3,703,025	8	(8)	1,039	325,967	-	77	1,345	116,020	(\$0)
2,018,620	-	-	(2,018,551)	-	5,549	5,584	-	-	-	-	-	1,054
2,018,620	1,137,810	-	1,684,474	8	5,541	410,794	369,772	-	243,146	1,345	902,297	(28,207)

**Other State Revenue**

8311	State Special Education
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

207,658	207,658	373,784	373,784	373,784	373,784	373,784	490,245	490,245	490,245	490,245	551,833	-
-	-	-	-	117,344	-	-	-	-	-	-	-	-
-	-	-	-	-	-	444,753	-	397,227	-	-	912,178	(0)
-	-	-	3,842	12,923	3,000	140,165	-	-	-	-	-	46,769
501	8,521	198,268	33,032	3,303	29,501	1,907	49,164	292,682	69,914	68,491	95,531	2,637,603
208,159	216,179	572,052	410,659	507,355	406,285	960,608	539,409	1,180,154	560,159	558,736	1,559,542	2,684,372

**Other Local Revenue**

8660	Interest Revenue
8980	Contributions, Unrestricted

8,320	-	-	16,843	-	-	21,073	-	15,725	10,147	-	20,005	0
-	-	2	-	-	-	-	-	-	-	-	-	-
8,320	774	8,271	19,357	7,079	7,842	23,107	2,912	(15,698)	10,147	-	20,005	0

**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	10,913,032	2,656,166
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**Expenses****Certificated Salaries**

1100	Teachers' Salaries
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries
1900	Other Certificated 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	544,137	(76,007)
54,088	265,930	278,110	278,432	278,432	278,432	367,992	299,535	305,658	309,857	352,636	2,823,987	(1,211)
68,625	259,378	252,925	257,994	257,994	257,994	254,978	272,562	263,031	255,521	257,871	77,909	-
208,306	226,927	215,511	215,589	215,589	215,589	291,379	277,844	167,258	219,441	222,273	169,664	-
19,476	127,629	127,561	127,877	127,877	127,877	(57,426)	101,150	91,996	91,648	96,828	19,847	-
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	3,635,544	(77,217)

**Classified Salaries**

2100	Instructional Salaries
2200	Support Salaries
2300	Classified Administrators' Salaries
2400	Clerical and Office Staff Salaries
2900	Other Classified Salaries

-	24,201	24,234	25,214	25,214	25,214	15,051	24,915	26,099	26,465	28,363	25,323	-
112,134	143,832	137,574	148,549	148,549	148,549	68,912	138,444	123,838	145,371	140,027	93,835	-
46,048	46,048	46,048	46,048	46,048	46,048	49,048	52,783	44,645	48,549	48,714	47,159	-
133,695	154,681	160,478	162,336	162,336	162,336	139,904	158,314	158,773	174,184	185,962	161,677	-
23,601	36,171	35,821	38,853	38,853	38,853	12,208	34,313	28,558	31,596	34,522	34,345	-
315,478	404,934	404,156	421,001	421,001	421,001	285,123	408,770	381,913	426,165	437,588	362,339	-

**Benefits**

3101	STRS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

130,043	450,729	451,057	453,431	409,168	453,431	502,929	455,919	462,006	463,180	467,221	171,262	2,669,458
19,051	24,753	24,693	25,749	25,749	25,749	15,388	24,526	22,920	25,790	27,234	47,167	(1,572)
14,240	40,626	40,488	40,900	40,900	40,900	43,405	42,176	40,221	41,722	42,254	57,579	(2,127)
208,586	302,470	274,931	295,132	281,424	289,598	42,250	502,362	271,587	285,081	296,191	324,552	(294,027)
1,457	3,467	939	1,663	1,663	1,663	75,628	1,365	(2,904)	1,062	(167)	(589)	(368)
41,345	13,782	20,071	81,352	13,782	23,043	13,782	13,782	13,781	13,975	-	-	(1,418)
-	-	-	-	-	-	-	512,976	-	-	-	-	(2,924)
414,721	835,826	812,180	898,225	772,685	834,382	693,383	1,553,106	807,611	830,810	832,733	599,971	2,367,023

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 4847.03		
63,436,944	54,768,097	8,668,847
1,120,060	969,406	150,654
(78,695)	-	(78,695)
1,404,387	1,153,593	250,794
65,882,696	56,891,096	8,991,600
786,277	605,879	180,398
579,469	627,306	(47,837)
76,608	107,002	(30,394)
5,707	16,497	(10,790)
5,285,283	2,473,699	2,811,584
12,256	-	12,256
6,745,600	3,830,383	2,915,217
4,797,049	4,301,254	495,795
117,344	115,883	1,461
1,754,157	1,148,746	605,411
206,700	-	206,700
3,488,419	410,880	3,077,539
10,363,669	5,976,763	4,386,906
92,113	-	92,113
2	-	2
92,115	-	92,115
83,084,080	66,698,242	16,385,838
17,310,239	17,612,692	302,452
5,891,880	2,530,029	(3,361,851)
2,736,783	2,347,912	(388,871)
2,645,369	2,553,803	(91,566)
1,002,340	974,482	(27,858)
29,586,611	26,018,918	(3,567,693)
270,294	465,864	195,571
1,549,616	1,515,846	(33,770)
567,188	546,970	(20,219)
1,914,677	1,602,952	(311,725)
387,694	188,865	(198,829)
4,689,470	4,320,498	(368,972)
7,539,834	4,969,613	(2,570,221)
307,196	267,871	(39,325)
483,282	439,922	(43,361)
3,080,135	3,415,682	335,547
84,879	196,490	111,611
247,277	424,752	177,475
510,052	388,845	(121,207)
12,252,656	10,103,174	(2,149,482)

## 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.)
<b>Books and Supplies</b>																
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	7,009	-	117,199	81,600	(35,599)
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	2,316	-	2,316	-	(2,316)
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	381,317	7,873	7,268,835	8,090,959	822,124
4305 Software	398,548	414,084	356,841	124,738	37,943	206,620	40,546	110,290	25,129	92,051	(178,510)	308,471	(182,496)	1,754,254	1,461,500	(292,754)
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	48,568	7,287	167,604	101,600	(66,004)
4311 Business Meals	423	3,801	210	780	889	520	3,944	1,674	806	19,493	964	1,993	(15,353)	20,144	2,000	(18,144)
4400 Noncapitalized Equipment	4,801	838	15,693	264,164	221,780	533,271	(72,854)	3,173	60,642	18,985	149,139	51,559	102,214	1,353,403	1,604,929	251,526
	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	801,233	(80,476)	10,683,754	11,342,588	658,834
<b>Subagreement Services</b>																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100
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	570,454	17,285	2,705,632	1,998,100	(707,532)
5105 Security	520	150	260	390	280	280	280	280	280	280	280	-	1	3,282	2,300	(982)
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	652,315	12,568	12,585,590	5,518,021	(7,067,569)
	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	1,222,769	29,854	15,294,505	7,518,521	(7,775,984)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	3,164	16,311	7,963	19,503	8,939	10,805	13,910	12,712	34,214	22,504	29,028	(4,390)	174,664	57,300	(117,364)
5300 Dues & Memberships	-	15,129	2,026	-	3,770	-	-	-	224	385	129	6,495	(4,224)	23,934	29,800	5,866
5400 Insurance	123,638	41,212	41,344	41,344	41,344	41,344	41,343	41,344	41,343	41,343	79	-	-	495,678	495,000	(678)
5501 Utilities	-	2,699	2,653	11,642	1,672	1,394	1,548	1,537	1,367	1,118	1,050	1,962	936	29,580	16,400	(13,180)
5900 Communications	13,445	-	2,205	10,355	18,325	49,029	4,389	4,821	6,061	8,072	6,810	6,540	481	130,533	19,000	(111,533)
5901 Postage and Shipping	447	842	3,469	1,761	79	249	1,234	898	542	477	1,312	1,343	0	12,652	20,700	8,048
	137,529	63,046	68,009	73,065	84,693	100,955	59,320	62,510	62,250	85,609	31,884	45,368	(7,197)	867,041	638,200	(228,841)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	34,083	42,382	37,274	38,753	38,677	38,943	40,818	37,663	20,938	31,517	37,060	35,206	0	433,314	396,000	(37,314)
5602 Additional Rent	-	-	-	-	-	-	-	-	23,803	2,989	2,988	2,988	(1)	32,768	-	(32,768)
5604 Other Leases	125	125	1,659	258	4,319	1,333	5,446	2,878	2,100	1,095	808	-	(0)	20,145	11,400	(8,745)
5610 Repairs and Maintenance	49	427	1,702	(1,151)	542	751	530	889	140	742	246	8,544	(0)	13,410	1,900	(11,510)
	34,257	42,934	40,635	37,860	43,538	41,027	46,794	41,430	46,981	36,343	41,102	46,738	(1)	499,637	409,300	(90,337)
<b>Professional/Consulting Services</b>																
5801 IT	30	1,462	30	1,796	1,588	-	464	47	2,949	30	30	30	-	8,456	7,300	(1,156)
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	12,825	3,483	120,522	154,400	33,878
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	41,231	(1,091)	150,875	88,500	(62,375)
5805 General Consulting	-	530	284	-	6,090	4,835	2,335	1,002	1,524	-	4,304	5,657	(0)	26,561	17,900	(8,661)
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	2,058	2,984	837,231	213,676	(623,555)
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,100	9,100
5808 Printing	2,949	-	-	-	50	-	-	712	241	658	2,703	-	0	7,312	800	(6,512)
5809 Other taxes and fees	-	2,330	2,269	3,237	143	161	3,786	547	169	2,854	2,709	193	4,707	23,105	21,800	(1,305)
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	15,013	(1)	132,119	54,800	(77,319)
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	153,395	(18,209)	1,407,788	1,167,219	(240,569)
5812 District Oversight Fee	27,462	27,462	51,563	-	-	-	-	-	-	-	-	553,126	(0)	659,614	568,911	(90,703)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,600	1,600
5814 SPED Encroachment	3,029	3,029	5,453	-	10,906	5,453	5,453	7,157	7,157	7,157	7,157	8,052	1	70,004	-	(70,004)
5815 Public Relations/Recruitment	-	-	-	-	-	432	-	-	1,200	1,200	-	-	-	2,832	8,500	5,668
	177,684	334,468	370,140	303,927	182,493	183,580	241,913	182,647	423,759	261,962	236,014	791,580	(8,125)	3,682,042	2,324,194	(1,357,848)
<b>Depreciation</b>																
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	2,527	(1)	30,316	18,100	(12,216)
	2,355	2,355	2,869	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,527	2,527	(1)	30,316	18,100	(12,216)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>2,433,336</b>	<b>5,674,299</b>	<b>7,273,840</b>	<b>6,069,334</b>	<b>5,561,717</b>	<b>6,092,386</b>	<b>5,633,665</b>	<b>7,754,764</b>	<b>7,853,462</b>	<b>6,631,488</b>	<b>6,875,813</b>	<b>7,508,069</b>	<b>2,223,859</b>	<b>77,586,032</b>	<b>62,693,493</b>	<b>(14,892,539)</b>
<b>Monthly Surplus (Deficit)</b>	<b>2,548,000</b>	<b>(1,573,298)</b>	<b>(1,537,191)</b>	<b>1,017,640</b>	<b>(104,046)</b>	<b>(487,138)</b>	<b>1,443,675</b>	<b>(370,207)</b>	<b>(87,817)</b>	<b>654,428</b>	<b>156,732</b>	<b>3,404,963</b>	<b>432,306</b>	<b>5,498,048</b>	<b>4,004,749</b>	<b>1,493,299</b>

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

Revised 6/18/2024

ADA = 5600.30

**Cash Flow Adjustments**

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Deferred Revenue

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

Cash, Beginning of Month

Cash, End of Month

	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
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	3,404,963	432,306
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	2,527	(1)
Public Funding Receivables	245,954	-	585,756	(527,945)	1,407,039	(368,331)	556,387	587,326	483,088	659,457	-	(2,239,573)	(2,656,166)
Grants and Contributions Rec.	250,759	-	-	-	-	(9,932)	6,480	-	-	-	-	(2,418)	-
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)	(336,137)	-
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)	585,706	2,223,859
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	(1,140,498)	-
Deferred Revenue	(501)	(8,521)	(126,316)	675,398	(3,303)	(35,042)	(1,179)	135,549	105,108	113,205	127,492	(13,670)	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	-	-	(9,779)	172	(515)	(172)	-	-	(70,390)	(70,390)	-	-	-
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)	260,900	
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	24,220,884	

Annual  
Forecast

5,498,048

30,315

(1,267,008)

244,889

-

(593,035)

-

2,291,068

462,622

968,219

-

(151,074)

-

-

-

-

-

Original  
Budget Total

9,745,675

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

Favorable /  
(Unfav.)

83.2%

2,688,758

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

Pupil:Teacher Ratio

22.14 :1

Pacific Coast Academy

Budget vs Actual

For the period ended June 30, 2024

	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenue</b>				
State Aid - Revenue Limit				
LCFF Revenue	\$ 63,436,944	\$ 54,768,097	\$ 8,668,847	\$ 54,768,097
Economic Protection Account Funding	\$ 1,120,060	969,406	150,654	969,406
State Aid - Prior Year	\$ (78,695)	0	(78,695)	0
In Lieu of Property Taxes	\$ 1,404,387	1,153,593	250,794	1,153,593
Total State Aid - Revenue Limit	65,882,696	56,891,096	8,991,600	56,891,096
Federal Revenue				
Federal Special Education - IDEA	\$ 786,277	605,879	180,398	605,879
Title I, Part A - Basic Low Income	\$ 579,469	627,306	(47,837)	627,306
Title II, Part A - Teacher Quality	\$ 76,608	107,002	(30,394)	107,002
Title III - Limited English	\$ 5,707	16,497	(10,790)	16,497
Other Federal Revenue	\$ 5,285,283	2,473,699	2,811,584	2,473,699
Federal - Prior Year Adjustments	\$ 12,256	0	12,256	0
Total Federal Revenue	6,745,600	3,830,383	2,915,217	3,830,383
Other State Revenue				
State Special Education - AB602	\$ 4,797,049	4,301,254	495,795	4,301,254
State - Mandated Cost Reimbursement	\$ 117,344	115,883	1,461	115,883
State - State Lottery	\$ 1,754,157	1,148,746	605,411	1,148,746
Prior Year Revenues	\$ 206,700	0	206,700	0
State - Other State Revenue	\$ 3,488,419	410,880	3,077,539	410,880
Total Other State Revenue	10,363,669	5,976,763	4,386,906	5,976,763
Other Local Revenue				
Interest Revenue	\$ 92,113	0	92,113	0
Contributions, Unrestricted	\$ 2	0	2	0
Total Other Local Revenue	92,115	0	92,115	0
<b>Total Revenue</b>	<b>\$ 83,084,080</b>	<b>\$ 66,698,242</b>	<b>\$ 16,385,838</b>	<b>\$ 66,698,242</b>
<b>Expenses</b>				
Certificated Salaries				
Certificated Teachers' Salaries	\$ 17,310,239	\$ 17,612,692	\$ (302,453)	\$ 17,612,692
Certificated Teachers' Extra Duties/Stipends	\$ 5,891,880	2,530,029	3,361,851	2,530,029
Certificated Pupil Support Salaries	\$ 2,736,783	2,347,912	388,871	2,347,912
Certificated Supervisors' and Administrators' Salaries	\$ 2,645,369	2,553,803	91,566	2,553,803
Other Certificated Salaries	\$ 1,002,340	974,482	27,858	974,482
Total Certificated Salaries	29,586,611	26,018,918	3,567,693	26,018,918
Classified Salaries				
Classified Instructional Salaries	\$ 270,294	465,864	(195,570)	465,864
Classified Support Salaries	\$ 1,549,616	1,515,846	33,770	1,515,846
Classified Supervisors' and Administrators' Salaries	\$ 567,188	546,970	20,218	546,970
Clerical, Technical, and Office Staff Salaries	\$ 1,914,677	1,602,952	311,725	1,602,952
Other Classified Salaries	\$ 387,694	188,865	198,829	188,865
Total Classified Salaries	4,689,470	4,320,497	368,973	4,320,497
Benefits				
State Teachers' Retirement System, certificated positior	\$ 7,539,834	4,969,614	2,570,220	4,969,614
OASDI/Medicare/Alternative, certificated positions	\$ 307,196	267,870	39,326	267,870
Medicare certificated positions	\$ 483,282	439,922	43,360	439,922
Health and Welfare Benefits, certificated positions	\$ 3,080,135	3,415,682	(335,547)	3,415,682
State Unemployment Insurance, certificated positions	\$ 84,879	196,490	(111,611)	196,490
Workers' Compensation Insurance, certificated position	\$ 247,277	424,752	(177,475)	424,752
Other Benefits, certificated positions	\$ 510,052	388,845	121,207	388,845
Total Benefits	12,252,656	10,103,175	2,149,481	10,103,175

Pacific Coast Academy

Budget vs Actual

For the period ended June 30, 2024

	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies				
Textbooks and Core Curricula Materials	\$ 117,199	81,600	35,599	81,600
Books and Reference Materials	\$ 2,316	0	2,316	0
School Supplies	\$ 7,268,835	8,090,958	(822,123)	8,090,958
Software	\$ 1,754,254	1,461,501	292,753	1,461,501
Office Expense	\$ 167,604	101,600	66,004	101,600
Business Meals	\$ 20,144	2,000	18,144	2,000
Noncapitalized Equipment	\$ 1,353,403	1,604,929	(251,526)	1,604,929
Total Books & Supplies	10,683,754	11,342,588	(658,834)	11,342,588
Subagreement Services				
Special Education	\$ 2,705,632	1,998,100	707,532	1,998,100
Security	\$ 3,282	2,300	982	2,300
Other Educational Consultants	\$ 12,585,590	5,518,021	7,067,569	5,518,021
Total Subagreement Services	15,294,505	7,518,521	7,775,984	7,518,521
Professional/Consulting Services				
IT	\$ 8,456	7,300	1,156	7,300
Audit and Tax	\$ 235,624	9,688	225,936	9,688
Legal	\$ 120,522	154,400	(33,878)	154,400
Professional Development	\$ 150,875	88,500	62,375	88,500
General Consulting	\$ 26,561	17,900	8,661	17,900
Special Activities	\$ 837,231	213,676	623,555	213,676
Printing	\$ 7,312	800	6,512	800
Other Taxes and Fees	\$ 23,105	21,800	1,305	21,800
Payroll Service Fee	\$ 132,119	54,800	77,319	54,800
Management Fee	\$ 1,407,788	1,167,219	240,569	1,167,219
District Oversight Fee	\$ 659,614	568,911	90,703	568,911
SELPA Fees	\$ 70,004	0	70,004	0
Public Relations	\$ 2,832	8,500	(5,668)	8,500
Total Professional/Consulting Services	3,682,042	2,324,194	1,357,848	2,324,194
Facilities, Repairs & Other Leases				
Rent	\$ 433,314	396,000	37,314	396,000
Additional Rent	\$ 32,768	0	32,768	0
Other Leases	\$ 20,145	11,400	8,745	11,400
Repairs and Maintenance	\$ 13,410	1,900	11,510	1,900
Total Facilities, Repairs & Other Leases	499,637	409,300	90,337	409,300
Operations & Housekeeping				
Auto and Travel Expense	\$ 174,664	57,300	117,364	57,300
Dues & Memberships	\$ 23,934	29,800	(5,866)	29,800
Insurance	\$ 495,678	495,000	678	495,000
Utilities	\$ 29,580	16,400	13,180	16,400
Communications	\$ 130,533	19,000	111,533	19,000
Postage and Shipping	\$ 12,652	20,700	(8,048)	20,700
Total Operations & Housekeeping	867,041	638,200	228,841	638,200
Depreciation				
Depreciation Expense	\$ 30,316	18,100	12,216	18,100
Total Depreciation	30,316	18,100	12,216	18,100
Total Expenses	\$ 77,586,032	\$ 62,693,493	\$ 14,892,539	\$ 62,693,493
Change in Net Assets	5,498,048	4,004,749	1,493,299	4,004,749
Net Assets, Beginning of Period	12,405,781			
Net Assets, End of Period	\$ 17,903,829			

**Pacific Coast Academy****Statement of Financial Position****June 30, 2024**

	Current Balance	Beginning Balance	YTD Change	YTD % Change
<b>Assets</b>				
Current Assets				
Cash & Cash Equivalents	\$ 24,220,884	\$ 16,736,837	\$ 7,484,047	45 %
Accounts Receivable	550,263	247,307	302,955	123 %
Public Funding Receivables	2,382,752	3,628,731	(1,245,978)	(34) %
Prepaid Expenses	1,552,811	900,262	652,549	72 %
Total Current Assets	28,706,710	21,513,137	7,193,573	33 %
Long-term Assets				
Property & Equipment, Net	332,484	211,726	120,758	57 %
Deposits	999	999	0	0 %
Total Long-term Assets	333,483	212,725	120,758	57 %
<b>Total Assets</b>	<b>\$ 29,040,193</b>	<b>\$ 21,725,862</b>	<b>\$ 7,314,331</b>	<b>34 %</b>
<b>Liabilities</b>				
Current Liabilities				
Accounts Payable	\$ 1,287,726	\$ 1,286,783	\$ 943	0 %
Accrued Liabilities	2,132,067	1,255,755	876,312	70 %
Deferred Revenue	7,778,055	6,777,543	1,000,512	15 %
Total Current Liabilities	11,197,848	9,320,081	1,877,767	20 %
<b>Total Liabilities</b>	<b>11,197,848</b>	<b>9,320,081</b>	<b>1,877,767</b>	<b>20 %</b>
<b>Net Asset</b>	<b>17,842,345</b>	<b>12,405,781</b>	<b>5,436,563</b>	<b>44 %</b>
<b>Liabilities &amp; Net Assets</b>	<b>\$ 29,040,193</b>	<b>\$ 21,725,862</b>	<b>\$ 7,314,331</b>	<b>34 %</b>

**Pacific Coast Academy****Statement of Cash Flows**

For the period ended June 30, 2024

	<b>Month Ending 06/30/2024</b>	<b>Year To Date 06/30/2024</b>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ 3,775,785	\$ 5,436,563
Adjustments		
Depreciation	2,526	30,316
(Increase) Decrease in Operating Assets		
Public Funding Receivables	(2,382,752)	1,245,979
Grants, Contributions & Pledges Receivable	(550,263)	(302,955)
Prepaid Expenses	(395,651)	(652,550)
Increase (Decrease) in Operating Liabilities		
Accounts Payable	519,441	943
Accrued Expenses	(726,809)	876,313
Deferred Revenue	18,623	1,000,512
<b>Total Cash Flows from Operating Activities</b>	<b>260,900</b>	<b>7,635,121</b>
<b>Cash Flows from Investing Activities</b>		
Purchases of Property & Equipment	0	(151,074)
<b>Total Cash Flows from Investing Activities</b>	<b>0</b>	<b>(151,074)</b>
<b>Change in Cash and Cash Equivalents</b>	<b>260,900</b>	<b>7,484,047</b>
<b>Cash &amp; Cash Equivalents, Beginning of Period</b>	<b>23,959,984</b>	<b>16,736,837</b>
<b>Cash &amp; Cash Equivalents, End of Period</b>	<b>\$ 24,220,884</b>	<b>\$ 24,220,884</b>

# Coversheet

## Resolution to Change Recipient Bank Account for SDCOE Treasury Transfers

**Section:** III. Other Business  
**Item:** A. Resolution to Change Recipient Bank Account for SDCOE Treasury  
Transfers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
PCA Resolution 2024-08 CHANGE OF RECIPIENT ACCOUNT\_Proposed 9.10.24.pdf





## **Pacific Coast Academy**

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

**Resolution of Pacific Coast Academy Board of Directors  
2024-08  
AUTHORIZING THE CHANGE OF RECIPIENT ACCOUNT  
FOR SAN DIEGO COUNTY TREASURY TRANSFERS**

**WHEREAS**, Pacific Coast Academy Charter School ("PCA"), authorized by Dehesa School District within the County of San Diego, State of California (District) is duly organized and existing under the laws of said state;

**WHEREAS**, PCA currently receives treasury transfers from the San Diego County Treasury into a designated bank account ("the Current Recipient Account");

**WHEREAS**, the Board has determined that it is in the best interest of PCA to change the recipient bank account for all future treasury transfers from the San Diego County Treasury ("the New Recipient Account");

**WHEREAS**, the Board wishes to ensure that all necessary steps are taken to facilitate this change in a timely and orderly manner;

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. PCA shall change the recipient account for all treasury transfers from the San Diego County Treasury from the Current Recipient Account to the New Recipient Account.
2. PCA is hereby authorized and directed to notify the San Diego County Treasury, the San Diego County Office of Education, and any other applicable entities of the change in the recipient bank account.
3. PCA is hereby authorized to execute any and all necessary documents, agreements, or forms required to effectuate the change of the recipient bank account for treasury transfers from the San Diego County Treasury.
4. This Resolution shall take effect immediately upon its adoption by the Board of Directors.

## SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on September 10, 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

## Resolution Regarding Curriculum Fair

**Section:** III. Other Business  
**Item:** B. Resolution Regarding Curriculum Fair  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
PCA Resolution 2024-09 CURRICULUM FAIR\_Proposed 9.10.24.docx.pdf



## Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

### **Resolution of Pacific Coast Academy Board of Directors 2024-09**

#### **REGARDING CURRICULUM FAIR**

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

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

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

**WHEREAS**, PCA’s offer of professional development through a curriculum fair on January 16, 2025 will inform and educate families about the various programs offered by PCA;

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

**WHEREAS**, PCA has identified a qualified and dynamic speaker to present guidance to the learning coaches at attendance at the curriculum fair, Keynote Speaker, who will speak on the topic relating to supporting parents in homeschool strategies for teaching;

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

**WHEREAS**, Keynote Speaker’s fees costs to attend the curriculum fair are estimated at approximately \$4,500.00;

**WHEREAS**, the cost to rent the location of the curriculum fair is estimated at \$2,500.00.

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

Authorizes the Executive Director to pay the fees and costs of Keynote Speaker up to the amount of \$5,000.00, as her participation and expertise further the educational goals of Pacific Coast Academy. The Executive Director is further authorized to pay the fee to rent the Pathways Church to house the curriculum fair on January 16, 2025 up to the amount of \$2,500.00.

## 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 September 10, 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.

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Secretary of the Board of Directors of  
Pacific Coast Academy

# Coversheet

## Approve Minutes

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	A. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Scheduled Board Meeting on August 14, 2024



# Pacific Coast Academy

## Minutes

### Regular Scheduled Board Meeting

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#### Date and Time

Wednesday August 14, 2024 at 6:00 PM

#### Location

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

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#### Directors Present

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

#### Directors Absent

*None*

#### Guests Present

Jennifer Faber, Krystin Demofonte, Shari Erlendson

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#### I. Opening Items

##### A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Wednesday Aug 14, 2024 at 6:02 PM.

##### B. Roll Call of Board Members

##### C. Approval of Agenda

Eric Banatao made a motion to Approve the Agenda.  
Jessica Ackermann seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. Public Comments**

There were no public comments

**E. Brown Act Training and Legislative Updates**

**F. Executive Director's Report**

**II. Other Business**

**A. Public Hearing and Adoption of Independent Study Policy**

Jessica Ackermann made a motion to Approve the Adoption of the Independent Study Policy.  
Rose Arevalo seconded the motion.  
There was no public comment on the Independent Study Policy.  
The board **VOTED** unanimously to approve the motion.

**B. Field Trip over \$80: Catalina Science Camp**

Kim Gill made a motion to Approve the Catalina Science Camp.  
Eric Banatao seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalency Data.**

**D. Executive Director Evaluation Matrix**

**III. Consent Agenda**

**A. Approve Minutes**

Kim Gill made a motion to approve the minutes from Regular Scheduled Board Meeting on 06-27-24.  
Rose Arevalo 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. 2024-2025 Memorandum of Understanding for Shared Services**

**F. Invoices over \$100,000**

**G. Approve Consent Agenda**

Kim Gill made a motion to Approve the Consent Agenda.

Rose Arevalo seconded the motion.

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

**IV. Closing Items**

**A. Announcement of Next Scheduled Meeting- September 10 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 7:34 PM.

Respectfully Submitted,  
Benjamin Fung

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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](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Coversheet

## 2024-2025 Compensation Policy and Stipend Charts

**Section:** IV. Consent Agenda  
**Item:** B. 2024-2025 Compensation Policy and Stipend Charts  
**Purpose:**  
**Submitted by:**  
**Related Material:** PCA 2024-25 Stipend Chart\_Rev 08.24.24\_RED 09.05.2024.pdf

**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
<b>Administrative Support</b>	\$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
<b>Advance Placement (AP) Coordinator</b>	\$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
<b>Advance Placement (AP) Teacher</b>	\$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
<b>Art Program Lead</b>	\$8,000	Paid to a credentialed HST who applied and received the position.	Eligibility starts at the beginning of the school year or once the position begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
<b>California Healthy Youth Act (CHYA)</b>	\$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
<b>Career Technical Education (CTE)</b>	\$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
<b>Community Day Lead</b>	\$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
<b>Counselor Extra Section</b>	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4 <sup>th</sup> section
<b>Curriculum Support</b>	\$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 the school year.	Paid in 2 installments in December and May. The total stipend amount includes any necessary revision work assigned by supervisor and/or the UC Course Management Portal and will only be paid to current employees.	N/A
<b>DevOps Team Lead</b>	\$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
<b>Elevate Teacher Lead</b>	\$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
<b>Enrichment Team Lead</b>	\$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 & MS/HS HST: 28 <b>MS/HS RC: 10</b> RC 16 Intervention/EL: 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 HS Students, Middle/High School RC: 11 HS Students
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 10 months; August - May. Will be prorated based on period of service during the school year.	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
<b>HST Summer School</b>	\$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
<b>Induction Coach</b>	\$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
<b>Library Team Lead</b>	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
<b>Medical Benefit Opt-Out</b>	\$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
<b>Mileage</b>	\$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
<b>Mileage Regional Coordinators &amp; Senior Directors</b>	\$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
<b>Occupational Therapist Extended School Year (ESY)</b>	\$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
<b>Online Teacher Sub</b>	\$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
<b>Overnight Chaperone</b>	\$500 per night	Paid to a PCA Staff member who applied and received the position.	Eligibility starts on the first night of acting as an overnight chaperone.	Paid as a lump sum after completion of the work.	N/A
<b>PCA Parent Partner Workshops</b>	\$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
<b>PCA Presents: New Presentations</b>	\$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
<b>PCA Presents: Repeat Presentations</b>	\$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



**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
<b>PCA Presents: Teacher Participation</b>	\$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.
<b>Phone/Internet/Utilities</b>	\$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
<b>Professional Development and Data Lead</b>	\$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
<b>Robotics Teacher (Competition Team)</b>	\$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
<b>School Support Program Lead/School Support HST Lead</b>	\$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
<b>Spark Co-Teacher</b>	\$3,000 per semester	Assigned Position: Paid to a designated HST who applied and received the position to help 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

**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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 Extra Workload	\$500 per semester	Assigned Position: Paid to a designated HST who's Spark roster exceeds the average threshold and has been assigned a designated Spark Co-Teacher.	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 <del>facilitates</del> assists in overseeing operations of <del>online instruction and regular events for</del> 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
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

**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
<b>SPED Extra Hours Work</b>	\$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
<b>SPED In-Person Services Teacher</b>	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
<b>SPED School Psychologist Lead</b>	\$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
<b>SPED Speech Pathologist Extended School Year (ESY)</b>	\$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
<b>SPED Speech Pathologist Lead</b>	\$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
<b>SPED Teacher Extra Student</b>	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

**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
<b>SPED Teacher Lead</b>	\$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
<b>SPED Training/ Planning</b>	\$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
<b>Success Squad Teacher</b>	\$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
<b>Summer Teacher Lead</b>	\$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
<b>Testing &amp; Data Team Lead</b>	\$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
<b>TK ECE Cohort Completion</b>	\$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

**Pacific Coast Academy**  
**2024-25 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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

## 2023-2024 Education Protection Account (EPA) Actuals

**Section:** IV. Consent Agenda  
**Item:** C. 2023-2024 Education Protection Account (EPA) Actuals  
**Purpose:**  
**Submitted by:**  
**Related Material:** FY24-PCA-EPA Actuals.pdf

**Pacific Coast Academy****Expenditures through: June 30, 2024****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	1,120,016.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,120,016.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	610,849.53
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	509,166.47
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		1,120,016.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

# Coversheet

## EL Master Plan

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	D. EL Master Plan
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	PCA EL Master Plan_Rev 06.27.2024_RED 9.5.24.pdf





Pacific Coast Academy

# English Learner Master Plan

## TABLE OF CONTENTS

Master Plan for Services to English Learners.....	4
English Learner Roadmap .....	4
PCA EL Mission and Vision .....	4
Guiding Principles of our EL Program .....	5
Identification Tools .....	5
Step 1: Registration, Including Completion of the Home Language Survey.....	6
Assessment.....	6
Step 2: English Language Proficiency Assessment .....	7
Criteria for Reasonable Fluency in English .....	7
Parent Notification .....	8
Step 3: Parent Notification of Results .....	8
Parent Notification of Initial Assessment Results and Program Placement .....	8
Parent Notification of Annual Assessment Results and Program Placement .....	9
Program Placement/Instructional .....	9
Step 4: Program Placement .....	11
Step 5: Parent Engagement Plan .....	14
Biliteracy Recognition Program (BRP) aND State Seal of Biliteracy (SSB) .....	15
At Promise EL Students & LTELs (Long Term English Learners) .....	15
Annual EL And Summative ELPAC Notification Letter .....	15
Staffing.....	15
Professional Development for Staff and Administrators on Initial Identification, Placement, and Related Parental Rights/Informed Consent.....	16
Initial ELPAC-ELAS Correction Policy and Process .....	16
Interim ELPAC .....	17
Reclassification .....	17
Reclassification Policy, Criteria, and Process.....	17
Process.....	18
Reclassifying English Learners with Disabilities .....	18
RFEP Monitoring .....	19
Multilingual Learners Advisory Committee (MLAC) .....	19
Multilingual Learners Advisory Committee (MLAC) Bylaws .....	19
Article I: Name of Committee .....	19

Article II: Purpose and Responsibilities .....	19
Article III: Membership.....	20
Article IV: Officers .....	20
Article V: Meetings and Quorum .....	20
Article VI: Ratification and Amendments of Bylaws.....	21
Initial ELPAC Notification Letter .....	22
Program Placement.....	24
Exit (Reclassification) Criteria.....	24
Curriculum and Support Option .....	25
Annual English Learner Notification Letter .....	27
Evidence Form - Initial ELPAC Correction: Correcting ELAS from EL to IFEP .....	30
Parent Notification Letter of Reclassification .....	31
Reclassification Form for English Learners with Disabilities .....	32
Policy, from PCA EL Master Plan: .....	32
Reclassifying English Learners with Disabilities .....	32
K-12 Teacher Input for Reclassification - PCA.....	34
Reclassification - PCA.....	34
K-12 RFEP Student Monitoring.....	36
RFEP Student Monitoring - PCA.....	36

## 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.

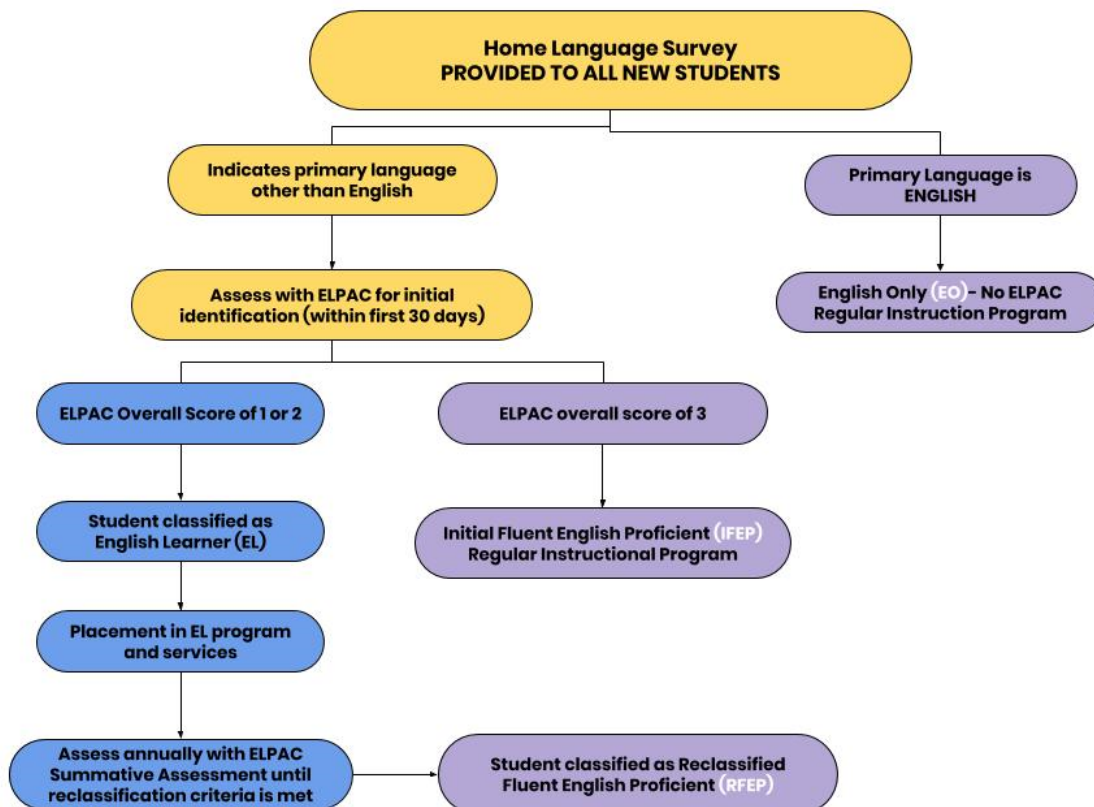
## GUIDING PRINCIPLES OF OUR EL PROGRAM

- 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
<b>Initial Fluent English Proficient [IFEP]</b>	Students at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
<b>Intermediate English Learner</b>	Students at this level have <b>somewhat developed</b> to <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication, needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may

	need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
<b>Novice English Learner</b>	Students at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

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

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

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

### Parent Notification

- Results of assessments
- Student Placement

## STEP 3: PARENT NOTIFICATION OF RESULTS

### Parent Notification of Initial Assessment Results and Program Placement

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

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

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

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

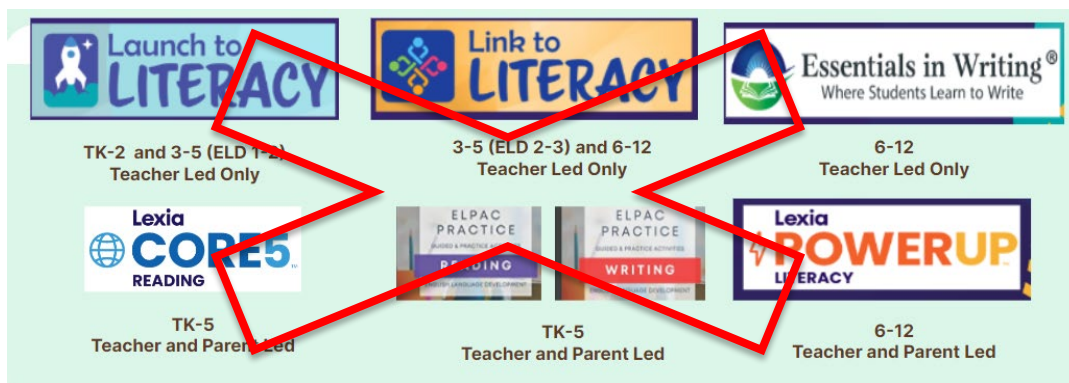


## Parent Notification of Annual Assessment Results and Program Placement

### Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the Charter School. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can be met either through the virtual, teacher led ELD class or independently at home through curriculum access provided by the School. In either case, the ELD log will be required to show that the instruction is occurring daily, for a minimum of 30 minutes per day. The log 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.
- 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:



## ELD Curriculum



K-2 and 3-5 (ELD 1 and 2)  
Teacher Led Only



3-5 (ELD 2 and 3) and 6-12  
Teacher Led Only



6-12  
Teacher Led Only



K-5  
Teacher and Parent Led



K-8  
Teacher and Parent Led



6-12  
Teacher and Parent Led

**No other curriculum may be used for Option 2, except for ELPAC Practice books in speaking and listening, if parent chooses to purchase, using planning amounts.**



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

#### 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:

- Parents ~~are~~ responsible for providing ELD Instruction at least 30 minutes per day
- ~~The parent reviews Lexia usage report with HST and provides a work sample each month. 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 Power Up
- **Students must work in the above-mentioned curriculum. No other curriculum will meet the D-ELD requirements.**

**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 <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and	English learners at this level have <b>well-developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in

	phrases to communicate meaning at a basic level.	communication needs but often are not able to use English to team and communicate on topics and content areas.	communicate in meaningful ways in a range of topics and content areas.	meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
<b>ELD Standards Proficiency Levels</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
	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.	
<b>Level of Support</b>	<b>Substantial</b>	<b>Moderate</b>	<b>Light</b>	
	Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	

Reference Chart English Learner Student Typologies		
Typology	Key Characteristics	Considerations
<b>Newcomers</b>	<ul style="list-style-type: none"> <li>In U.S. three years or less</li> <li>Little or no English language proficiency on arrival</li> </ul>	<ul style="list-style-type: none"> <li>Special orientation and transitional classes</li> <li>Newcomer class or program</li> <li>High quality literacy-focused English Language</li> </ul>

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

	<ul style="list-style-type: none"> <li>Some were in bilingual programs, most not</li> <li>Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low)</li> <li>Similar mismatch between perception of language ability and reality</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
<b>Over-Age for Grade Level</b>	<ul style="list-style-type: none"> <li>Turned 15 before their 9<sup>th</sup> grade year; turned 16 before their 10<sup>th</sup> grade year; turned 17 before their 11<sup>th</sup> grade year; turned 18 before their 12<sup>th</sup> grade year</li> <li>May have gaps in prior schooling or a history of school failure and in- grade retention</li> </ul>	<ul style="list-style-type: none"> <li>Motivation and Engagement</li> <li>Age appropriate materials/curriculum</li> <li>Special orientation and transitional support</li> <li>Social/Emotional support</li> <li>Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers</li> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
<b>Fluent English Proficient, but Struggling Academically</b>	<ul style="list-style-type: none"> <li>Re-designated from limited English proficiency to fully proficient</li> <li>Receiving at least one D or F in core academic Classes</li> <li>Following re-designation, decline in grades and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Reading Fluency through academic vocabulary</li> <li>Regular participation in Academic Talk/Conversations</li> <li>Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers</li> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
<p>This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) <i>Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students</i>. California Tomorrow: Oakland, CA.</p>		

## STEP 5: PARENT ENGAGEMENT PLAN

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



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

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

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

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

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

- Virtual Reading Comprehension virtual classes offered by qualified instructors
- 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 / <u>OR</u>	950	N/A
4	Standard Nearly Met / <u>OR</u>	992	N/A
5	Standard Nearly Met / <u>OR</u>	1021	N/A
6	Standard Nearly Met / <u>OR</u>	1050	N/A
7	Standard Nearly Met / <u>OR</u>	1069	N/A
8	Standard Nearly Met / <u>OR</u>	1088	N/A
9	N/A	1105	N/A
10	N/A	1117	N/A
11	Standard Nearly Met / <u>OR</u>	1124	N/A
12	N/A	1129	N/A

## PROCESS

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

## RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

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][iii])

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])

<del>Required Criteria {California Education Code {EC} Section 313(f)}</del>	<del>LEA Criteria Pacific Coast Academy EL Master Plan</del>
<del>English Language Proficiency Assessment</del>	<del>ELPAC Overall Performance Level 4</del>
<del>Teacher Evaluation</del>	<del>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.</del>
<del>Parental Opinion and Consultation</del>	<del>Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.</del>
<del>Comparison of Performance in Basic Skills</del>	<del>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.</del>

### **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.~~

<del>All EL students receive access to the following curriculum:</del>		
<del>TK-4</del>	<del>5-8</del>	<del>9-12</del>
<ul style="list-style-type: none"> <li><del>BrainPOP ELL (ELD supplemental)</del></li> <li><del>Lexia Core 5</del></li> <li><del>Learning Ally (supplemental)</del></li> <li><del>MobyMax (supplemental)</del></li> </ul>	<ul style="list-style-type: none"> <li><del>BrainPOP ELL (ELD supplemental)</del></li> <li><del>Learning Ally (supplemental)</del></li> <li><del>MobyMax (supplemental)</del></li> <li><del>IXL (supplemental)</del></li> </ul>	<ul style="list-style-type: none"> <li><del>Lexia Power Up</del></li> <li><del>Learning Ally (supplemental)</del></li> <li><del>Shmoop (full curriculum)</del></li> <li><del>IXL (supplemental)</del></li> </ul>

~~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,

Director of School Support

(619) 215-0704

[schoolsupport@pacificcoastacademy.org](mailto:schoolsupport@pacificcoastacademy.org)

Dear Parent/Guardian:

When registering your child in a California public school for the first time, you listed that your child has a language other than English on the Home Language Survey. Therefore, your child will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC.”

The Initial ELPAC is a required test used to determine how well students understand and communicate in English when it is not the language used at home. This is important so students can get the support they need to do well in school. Your child’s voice will be recorded as part of the Speaking portion of the computer-based test to help ensure that the test is scored correctly. All recorded responses will be destroyed after the scores are validated.

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]).

**Based on the results of the English language proficiency assessment, your child has been identified as an <<Calculated\_ELAS\_English>> 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**, they are 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 they 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)**, they have 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 district’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. The 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.

### Curriculum and Support Option

In addition to the instructional support provided by your homeschool teacher, Pacific Coast Academy offers the following curriculum to all EL students:

## ELD Curriculum



K-2 and 3-5 (ELD 1 and 2)  
Teacher Led Only



3-5 (ELD 2 and 3) and 6-12  
Teacher Led Only



6-12  
Teacher Led Only



K-5  
Teacher and Parent Led



K-8  
Teacher and Parent Led



7-12  
Teacher and Parent Led

**No other curriculum may be used for Option 2, except for ELPAC Practice books in speaking and listening, if parent chooses to purchase, using planning amounts.**



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 HST to enroll your child.

For more information, visit the ELPAC Parent/Guardian Resources web page:  
<https://www.elpac.org/resources/parent-resources/>.

You are an important part of your child's education. To make sure your child feels comfortable taking these tests, you can explore the practice tests with your child on the ELPAC Online Practice and Training Tests web page: <https://www.elpac.org/resources/online-practice-and-training-test/> so they can become familiar with the platform and setup of the tests; and remind your child that you and their teacher want them to try their best and are there to help, every step of the way.

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,

Director of School Support  
(619) 215-0704  
[schoolsupport@pacificcoastacademy.org](mailto: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 (checked 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"~~ ARLTEL):** 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	The teacher provides input on the student's readiness for reclassification based on overall grades, scores, work samples, etc.
Parental Opinion and Consultation	Parent provides opinions on their child's readiness for reclassification.
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> <li>● Progress in English and Math class</li> <li>● Scores on Star 360</li> <li>● Scores on CAASPP</li> </ul>

### **Supports and Programs Offered by Pacific Coast Academy**

Your teacher can help you with these supports.

- Visit the [EL Resources Site](#) and [Multilingual and English Learner Resources Page](#) on our School's website to find more resources and information on the following:
  - Free online resources
  - EL Welcome Letter
  - Instructional strategies and handouts
  - MLAC meeting schedule and agendas.
- School provided EL curriculum
  - Scope and Sequence for the year

- 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,

Director of School Support

(619) 215-0704

[schoolsupport@pacificcoastacademy.org](mailto:schoolsupport@pacificcoastacademy.org)

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

Complete all information below and email, along with documentation to the Director of School Support at [schoolsupport@pacificcoastacademy.org](mailto: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: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Director of ELD	Date

## PARENT NOTIFICATION LETTER OF RECLASSIFICATION

Dear Parent or Guardian of:

State and federal laws require all 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,

Director of School Support

(619) 215-0704

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



<input type="checkbox"/> Student's performance is commensurate with his/her ability, due to his/her disability. <input type="checkbox"/> Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English learners. <input type="checkbox"/> Student's errors are indicative of a student with his/her disability versus a language barrier. <input type="checkbox"/> Other/also:	
8. Was an English proficiency goal written into the student's IEP? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>	
9. Did the student meet the English proficiency goal in their IEP? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>	
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? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>	
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: <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>	
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	

K-12 TEACHER INPUT FOR RECLASSIFICATION - PCA

RECLASSIFICATION - PCA

Student #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

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

Student Information

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

Monitoring Questions

1. Student's Current ELA grade (A, B, C, D, F or EE, ME, BE, AR)

2. Teacher Evaluation of Academic Progress

This includes comments, but not limited to, curriculum mastery.

3. Parent/Guardian Opinion and Consultation

Please solicit parent feedback and opinion on reclassification and English proficiency

4. Please indicate date that contact with parent/guardian was made.

Recommendation

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

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

**Signatures**

Subject \_\_\_\_\_

Date: \_\_\_\_\_

K-12 RFEP STUDENT MONITORING

RFEP STUDENT MONITORING - PCA

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
<b>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)</b>	
<b>6. List any interventions the student is currently enrolled in</b>	

**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	
	<b>Displays Adequate Progress</b> - student shows adequate progress in the classroom
	<b>Needs Intervention</b> - student is recommended for intervention

**Signatures**

Subject \_\_\_\_\_

Date: \_\_\_\_\_

# Coversheet

## Invoices over \$100,000

**Section:** IV. Consent Agenda  
**Item:** E. Invoices over \$100,000  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
REDACTED - Renaissance 7.31.24 - Invoice INV5336534 - \$103,554.07 (1).pdf



Renaissance

Invoice

2911 Peach Street, Wisconsin Rapids, Wisconsin 54494-1905  
Phone (800) 338-4204 | Fax (800)788-1272  
Tax I.D. #39-1559474

Invoice Number: INV5336534  
Invoice Date: 07/31/2024  
Bill To Number: 7142231

0000-1508-0000-4305

Bill To  
PACIFIC COAST ACADEMY  
13915 DANIELSON ST STE 103  
POWAY CA 92064-8884  
United States

Terms	PO #
Net 30	TEST051624PCA

Qty Ord	Item Num	Item Description	Tax (Y/N)	Discount	Ext. Price
1	300577	Annual All Product Renaissance Platform	N	0.00	750.00
1	CDIL4MAINT	Custom Data Integration Level 4 Maintenance	N	0.00	3,125.00
6600	300ST360SUB	Star Comprehensive Suite Subscription	N	2,554.93	99,679.07

G.V.

**APPROVED**  
By Gloria Vazquez at 8:40 am, Aug 02, 2024

Total Gross	Discount	Tax	Total Net	Payments Applied	Total Amount Due
106,109.00	2,554.93	0.00	103,554.07	\$0.00	USD \$103,554.07

Please include **invoice number** with your payment.

**Send Payment to**  
**By Check:**  
Renaissance  
PO Box 64910  
St. Paul, MN 55164-0910

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