



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday January 23, 2025 at 6:00 PM PST

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Approval of Agenda	Vote	Benjamin Fung	1 m
D. Public Comments			
II. Academic Excellence			6:03 PM
A. 2023-2024 School Accountability Report Card(SARC)	Vote	Gillian Simcox	10 m
B. Mid-Year LCAP Update	FYI	Rupi Boyd	10 m

	Purpose	Presenter	Time
III. Finance			6:23 PM
A. Financials	Vote	Kate Eng	15 m
IV. Other Business			6:38 PM
A. Executive Director Report	FYI	Krystin Demofonte	15 m
B. 2025-2026 School Calendars			5 m
C. Resolution Regarding Employee Retention Stipend	Vote	Krystin Demofonte	5 m
D. Employee Expense Policy	Vote	Krystin Demofonte	5 m
E. Executive Director Evaluation Procedure	Discuss	Benjamin Fung	15 m
V. Consent Agenda			7:23 PM
<p>The items below form our consent agenda. The items are considered by the Executive Director to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business. The last item in this section is a single vote to approve the items en masse.</p>			
A. Approve Minutes	Approve Minutes		
Approve minutes for Regular Scheduled Board Meeting on December 12, 2024			
B. Comprehensive School Safety Plan			
C. 2024-2025 Compensation Policy			
D. Approve Consent Agenda			
This Is The Vote To Approve The Consent Agenda Items.			
VI. Closing Items			7:23 PM
A. Announcement of Next Scheduled Meeting- March 13 at 6:00pm	FYI	Benjamin Fung	1 m
B. Adjourn Meeting	Vote		

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. When a member of the public utilizes a translator to address the board, those individuals are granted twice the allotted time. 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 School Accountability Report Card(SARC)

Section:	II. Academic Excellence
Item:	A. 2023-2024 School Accountability Report Card(SARC)
Purpose:	Vote
Submitted by:	
Related Material:	PCA 23-24 School Accountability Report Card.pdf

Pacific Coast Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 13915 Danielson St.
#103
Poway, CA , 92064-8884

Principal: Krystin Demofonte,
Executive Director

Phone: (619) 215-0704

Grade Span: K-12

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard)

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Krystin Demofonte, Executive Director

📍 Principal, Pacific Coast Academy

null

About Our School



Dear Homeschooling Families,

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

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

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

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

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

Warm regards,

Contact _____

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

Phone: [\(619\) 215-0704](tel:6192150704)

Email: krystin.demofonte@pacificcoastacademy.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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

School Contact Information (School Year 2024–25)

School Name	Pacific Coast Academy
Street	13915 Danielson St. #103
City, State, Zip	Poway, CA , 92064-8884
Phone Number	(619) 215-0704
Principal	Krystin Demofonte, Executive Director
Email Address	krystin.demofonte@pacificcoastacademy.org
Website	www.pacificcoastacademy.org
Grade Span	K-12
County-District-School (CDS) Code	37680490136416

School Description and Mission Statement (School Year 2024–25)

Pacific Coast Academy is an independent study charter school, supporting students in grades TK-12 and their families. Our academic program is designed to be highly flexible and customizable. Working together, credentialed teachers and parents create a learning plan that can incorporate:

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

Mission Statement:

The mission of Pacific Coast Academy is to develop the individual gifts of our students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes:

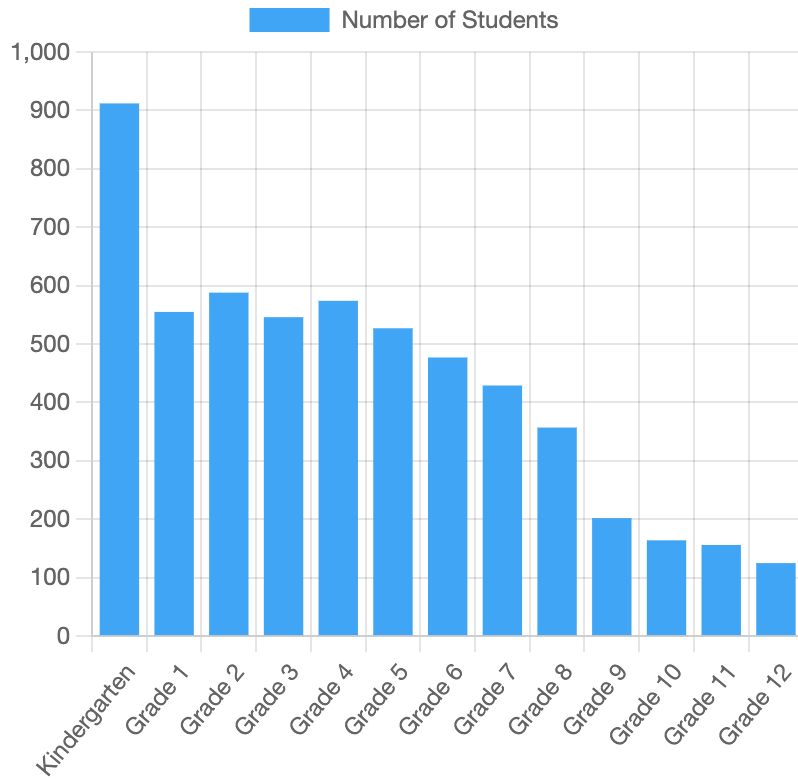
Our Schoolwide Learner Outcomes (SLOs) reflect our school mission, statewide college and career readiness metrics, and our desire to provide a holistic education for all students.

Pacific Coast Academy students are:

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	912
Grade 1	555
Grade 2	588
Grade 3	546
Grade 4	574
Grade 5	527
Grade 6	477
Grade 7	429
Grade 8	357
Grade 9	202
Grade 10	164
Grade 11	156
Grade 12	125
Total Enrollment	5612



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.20%	English Learners	1.80%
Male	49.70%	Foster Youth	0.10%
Non-Binary	0.10%	Homeless	0.90%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	2.80%	Socioeconomically Disadvantaged	39.00%
Black or African American	1.30%	Students with Disabilities	10.60%
Filipino	1.20%		
Hispanic or Latino	31.00%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	8.40%		
White	51.80%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	127.80	67.39%	275.50	66.08%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.00	0.24%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	61.30	32.33%	137.10	32.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	0.27%	3.20	0.79%	14303.80	5.15%
Total Teaching Positions	189.60	100.00%	417.00	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.00	0.00	0
Misassignments	0.00	0.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.20	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	76.70	71.00	61.3
Total Out-of-Field Teachers	76.70	71.00	61.3

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.30%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70%	0.7%	0.7%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

?Pacific Coast Academy is an independent study charter school. As such, our students and their families may select from various approved curricula for each subject to choose one that meets their individual learning needs.

Year and month in which the data were collected: November 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pacific Coast Academy is an independent study charter school. As such, our students and their families may select from various approved curricula to choose one that meets their individual learning needs. Adopted ELA curricula include K12 (for grades TK-5), McGraw-Hill Redbird, and Edgenuity for grades 6-12.	0
Mathematics	Pacific Coast Academy is an independent study charter school. As such, our students and their families may select from various approved curricula to choose one that meets their individual learning needs. Adopted math curricula include Edgenuity (gr. 6-12), ALEKS (gr. 3-12), K12 (gr. TK-5), and McGraw-Hill Redbird (gr. K-7).	0
Science	Pacific Coast Academy is an independent study charter school. As such, our students and their families may select from various approved curricula to choose one that meets their individual learning needs. Adopted science curricula include K12 and Edgenuity.	0
History-Social Science	Pacific Coast Academy is an independent study charter school. As such, our students and their families may select	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	from various approved curricula to choose one that meets their individual learning needs. Adopted history-social studies curricula include K12 and Edgenuity.	
Foreign Language	Students and their families can select from various curriculum materials to meet each student's strengths and learning preferences.	0
Health	<p>Students and their families can select from various curriculum materials to meet each student's strengths and learning preferences.</p> <p>We offer the CHYA program to students in grades 8 and 9 using the grade-level Rights, Respect, and Responsibility curriculum from Advocates for Youth.</p>	0
Visual and Performing Arts	Students and their families can select from various curriculum materials to meet each student's strengths and learning preferences.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Pacific Coast Academy is a non-classroom-based charter school. As such, we do not operate instructional sites for student use but strive to ensure our administrative facility is clean, safe, and functional. Staff members use the Facility Inspection Tool developed by the State of California OPSC. Our administrative facilities are in good condition.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Exemplary
----------------	-----------

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	49%	50%	49%	50%	46%	47%
Mathematics (grades 3-8 and 11)	34%	37%	35%	36%	34%	35%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	3103	3065	98.78%	1.22%	49.80%
Female	1569	1545	98.47%	1.53%	53.17%
Male	1533	1519	99.09%	0.91%	46.35%
American Indian or Alaska Native	15	15	100.00%	0.00%	40.00%
Asian	105	105	100.00%	0.00%	79.05%
Black or African American	48	47	97.92%	2.08%	23.40%
Filipino	39	39	100.00%	0.00%	71.79%
Hispanic or Latino	916	908	99.13%	0.87%	44.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	341	337	98.83%	1.17%	52.82%
White	1631	1606	98.47%	1.53%	50.47%
English Learners	41	41	100.00%	0.00%	4.88%
Foster Youth	--	--	--	--	--
Homeless	37	37	100.00%	0.00%	21.62%
Military	156	153	98.08%	1.92%	48.37%
Socioeconomically Disadvantaged	863	847	98.15%	1.85%	43.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	410	403	98.29%	1.71%	26.55%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	3103	3065	98.78%	1.22%	36.75%
Female	1569	1545	98.47%	1.53%	33.01%
Male	1533	1519	99.09%	0.91%	40.51%
American Indian or Alaska Native	15	15	100.00%	0.00%	26.67%
Asian	105	105	100.00%	0.00%	67.62%
Black or African American	48	47	97.92%	2.08%	12.77%
Filipino	39	39	100.00%	0.00%	53.85%
Hispanic or Latino	916	908	99.13%	0.87%	29.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	341	337	98.83%	1.17%	38.87%
White	1631	1606	98.47%	1.53%	38.94%
English Learners	41	41	100.00%	0.00%	12.20%
Foster Youth	--	--	--	--	--
Homeless	37	37	100.00%	0.00%	16.22%
Military	156	153	98.08%	1.92%	40.52%
Socioeconomically Disadvantaged	863	846	98.03%	1.97%	27.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	410	403	98.29%	1.71%	20.15%

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

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

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	38.36%	42.93%	21.43%	25.58%	30.29%	30.73%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1142	1134	99.30%	0.70%	42.77%
Female	577	573	99.31%	0.69%	40.84%
Male	565	561	99.29%	0.71%	44.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00%	0.00%	61.76%
Black or African American	23	23	100.00%	0.00%	17.39%
Filipino	21	21	100.00%	0.00%	66.67%
Hispanic or Latino	341	338	99.12%	0.88%	36.39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	116	116	100.00%	0.00%	46.55%
White	599	594	99.17%	0.83%	44.61%
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	17	17	100.00%	0.00%	11.76%
Military	41	41	100.00%	0.00%	46.34%
Socioeconomically Disadvantaged	370	366	98.92%	1.08%	37.43%
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	161	160	99.38%	0.62%	21.88%

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

Career Technical Education (CTE) Programs (School Year 2023–24)

?

During the 2023-2024 school year, Pacific Coast Academy offered CTE courses in the Fashion and Interior Design (FSN), Information and Communication Technologies (INF), and Marketing, Sales, and Service (MSS) sectors.

Courses offered in the Fashion and Interior Design (FSN) sector during the 23-24 school year are as follows:

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

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

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

We offered the following courses from the Marketing, Sales, and Service (MSS) sector:

- Introduction to Entrepreneurship
- Intermediate Entrepreneurship
- Advanced Entrepreneurship/Self-Employment A
- Advanced Entrepreneurship/Self-Employment B

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.05%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	39.01%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.48%	98.48%	98.48%	98.48%	98.48%
7	98.61%	98.61%	98.61%	98.61%	98.61%
9	97.96%	97.96%	97.96%	97.96%	97.96%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

?

We provide all educational partners with opportunities to be involved in school activities, including school decision-making and strategic planning. Pacific Coast Academy offers parent professional development sessions, Advisory Committees, and various feedback and input surveys. We communicate these opportunities through email, our school website, and newsletters. We provide translation services during meetings to increase the transparency of information and the quality of feedback from families.

State Priority: Pupil Engagement

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

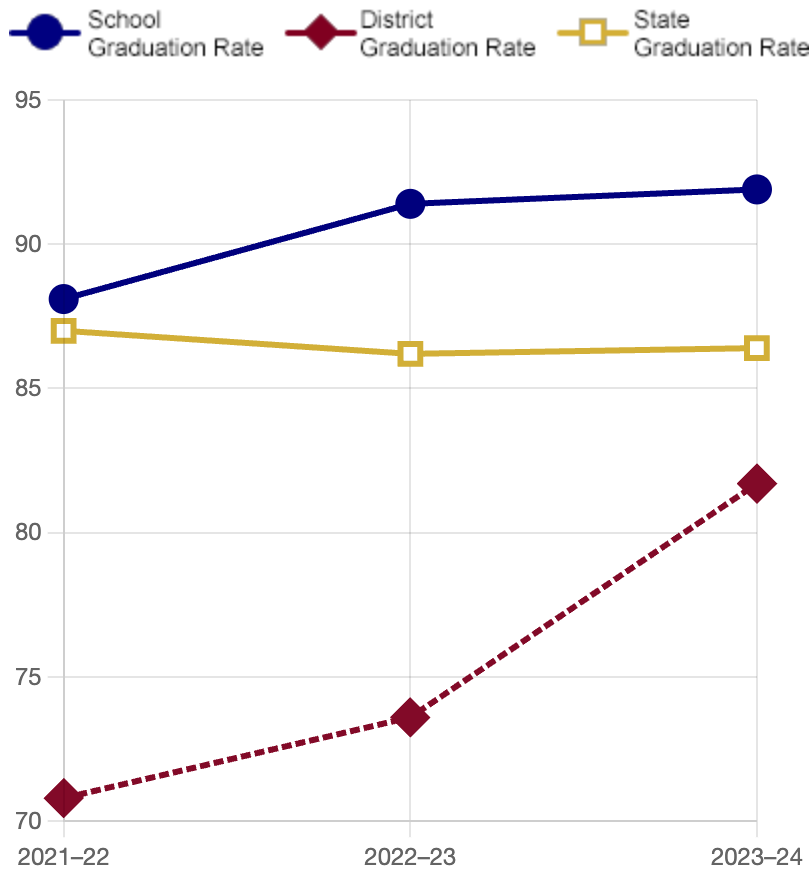
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

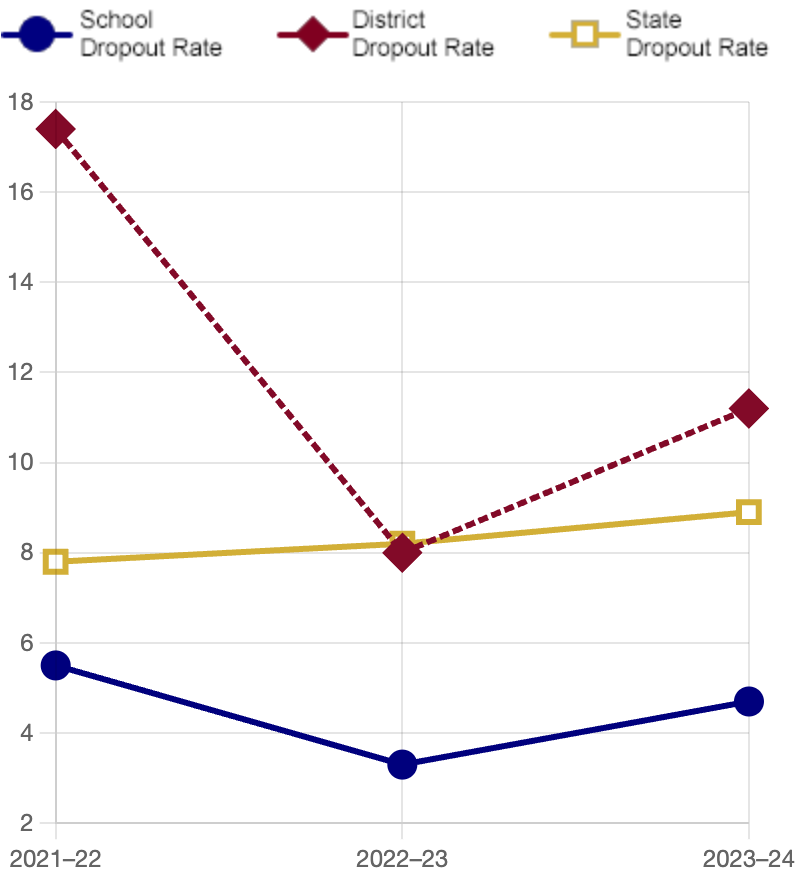
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	88.1%	91.4%	91.9%	70.8%	73.6%	81.7%	87%	86.2%	86.4%
Dropout Rate	5.5%	3.3%	4.7%	17.4%	8.0%	11.2%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	149	137	91.9%
Female	80	73	91.3%
Male	68	63	92.6%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	58	54	93.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	15	15	100.0%
White	63	57	90.5%
English Learners	12	11	91.7%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	89	84	94.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	22	78.6%

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

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	6124	5999	75	1.3%
Female	3059	3003	38	1.3%
Male	3061	2992	36	1.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	27	27	0	0.0%
Asian	179	170	1	0.6%
Black or African American	84	83	0	0.0%
Filipino	74	72	1	1.4%
Hispanic or Latino	1910	1865	36	1.9%
Native Hawaiian or Pacific Islander	14	14	0	0.0%
Two or More Races	520	508	3	0.6%
White	3182	3130	32	1.0%
English Learners	135	133	7	5.3%
Foster Youth	--	--	--	--
Homeless	68	68	5	7.4%
Socioeconomically Disadvantaged	2468	2410	53	2.2%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities	777	767	17	2.2%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.00%	0.04%	0.01%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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

School Safety Plan (School Year 2024–25)

Pacific Coast Academy's comprehensive safety plan was updated and adopted on January 26th, 2024. The comprehensive plan components include the following (not an exhaustive list):

- Child abuse reporting procedures
- Disaster procedures, including specific procedures for various events
- Discipline policy information
- Discrimination and harassment policy
- Opioid overdose protocol

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	131		
1	4.00	131		
2	3.00	183		
3	3.00	181		
4	5.00	126		
5	3.00	168		
6	2.00	198	1	
Other**	3.00	10		

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	226	1	
Mathematics	3.00	210	1	2
Science	3.00	138	3	2
Social Science	3.00	146	3	2

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	2244.8

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5.30
Social Worker	
Nurse	1.50
Speech/Language/Hearing Specialist	8.50
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

We are a single-school charter

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12784.00	\$2316.00	\$10468.00	\$70839.00
District	N/A	N/A	--	\$68753.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

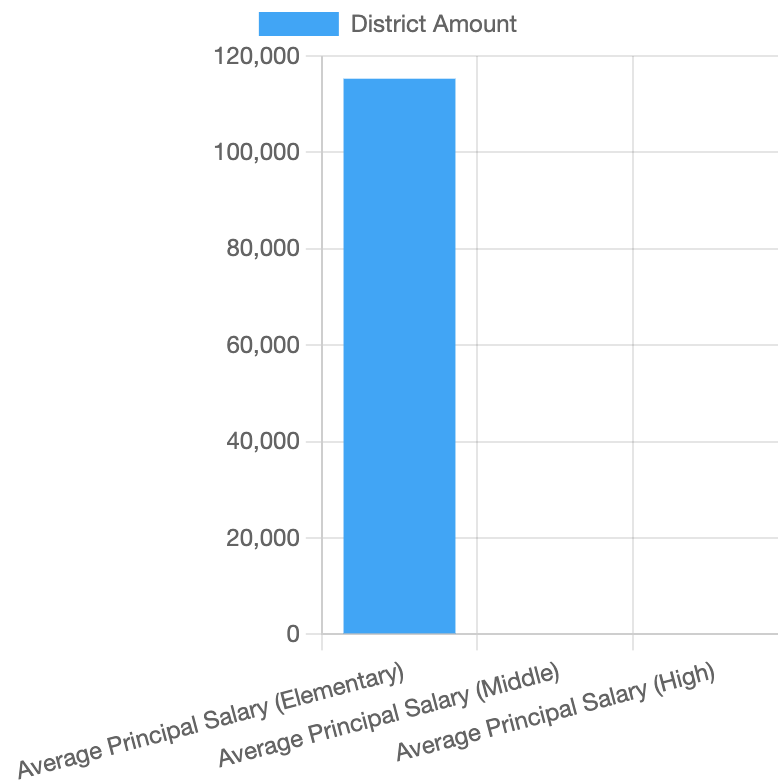
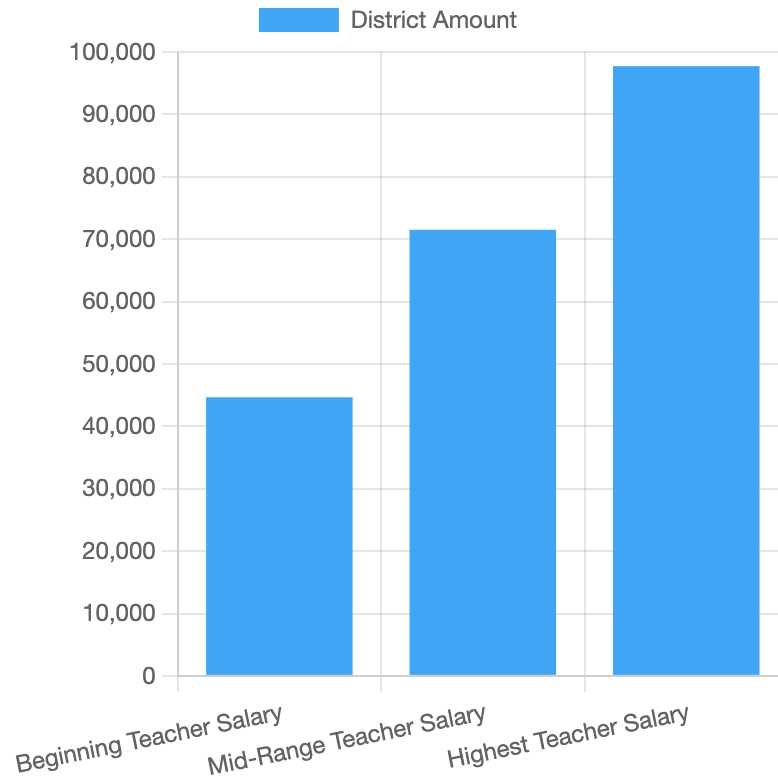
Pacific Coast Academy offered various programs and services to support students and homeschooling families during the 2023-2024 school year. We align all programs and services with our Local Control and Accountability Plan (LCAP). Our programs and services include the following:

- Comprehensive professional learning activities for staff members, including specialized programming for teachers working with English Language Learners.
- Standards-aligned benchmark and interim assessments to inform teaching practice and intervention/support.
- Tiered academic and social-emotional support.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44657.00	\$51351.73
Mid-Range Teacher Salary	\$71499.00	\$80424.47
Highest Teacher Salary	\$97736.00	\$103442.06
Average Principal Salary (Elementary)	\$115288.00	\$124851.67
Average Principal Salary (Middle)	\$0.00	\$135030.13
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$185812.00	\$145236.53
Percent of Budget for Teacher Salaries	0.19%	26.17%
Percent of Budget for Administrative Salaries	0.11%	6.29%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 3.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	3
Social Science	6
Total AP Courses Offered*	16

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	20

Coversheet

Mid-Year LCAP Update

Section:	II. Academic Excellence
Item:	B. Mid-Year LCAP Update
Purpose:	FYI
Submitted by:	
Related Material:	PCA Mid-Year LCAP Update January 2025.pptx.pdf

Pacific Coast Academy Mid Year LCAP Update



January 23, 2024

Student Population

(Data Source: 2024 California School Dashboard)

Enrollment 5612



```
graph TD; A[Enrollment 5612] --> B[Socio-economic disadvantaged 39%]; B --> C[English Learners 1.8%]; C --> D[Foster Youth 0.1%];
```

Socio-economic disadvantaged 39%

English Learners 1.8%

Foster Youth 0.1%

Overview of Student Groups 2024


- **Total Enrollment:** 5,612
- **Unduplicated (Low SES, Foster, ELLs):** 2,342/5,612 or 41.7%

Enrollment School Demographics on Census Day

Student Group	Total	Percentage
English Learners	101	1.8%
Foster Youth	4	0.1%
Homeless	48	0.9%
Socioeconomically Disadvantaged	2,189	39%
Students with Disabilities	596	10.6%

Overview of Student Race/Ethnicity

(Based on Census Day 2024)



Race/Ethnicity	Total	Percentage
African American	73	1.3%
American Indian	25	0.4%
Asian	156	2.8%
Filipino	69	1.2%
Hispanic	1,737	31%
Two or More Races	472	8.4%
Pacific Islander	14	0.2%
White	2,909	51.8%

Budget Overview

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	80,535,673
LCFF supplemental & concentration grants	\$	5,692,345
All other state funds	\$	14,799,164
All local funds	\$	510,465
All federal funds	\$	1,739,799
Total Projected Revenue	\$	97,585,101

Projected Funds and Expenses (Nov 2024)	Amount Project	Project Expenses (Nov 2024)	Project Balance
LCFF Supplemental & Concentration Grants	\$5,692,345	\$1,635,151	\$4,057,194
All Federal Funds	\$1,739,799	\$671,610	\$1,068,189



2023-24 Local Indicators

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

LCFF Priority: 1

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

STANDARD MET

LCFF Priority: 3

**Parent and Family
Engagement**

STANDARD MET

LCFF Priority: 2

**Implementation of
Academic Standards**

STANDARD MET

LCFF Priority: 6

Local Climate Survey

STANDARD MET

LCFF Priority: 7

**Access to a Broad
Course of Study**

STANDARD MET

Goal 1: Optimize Conditions for Learning

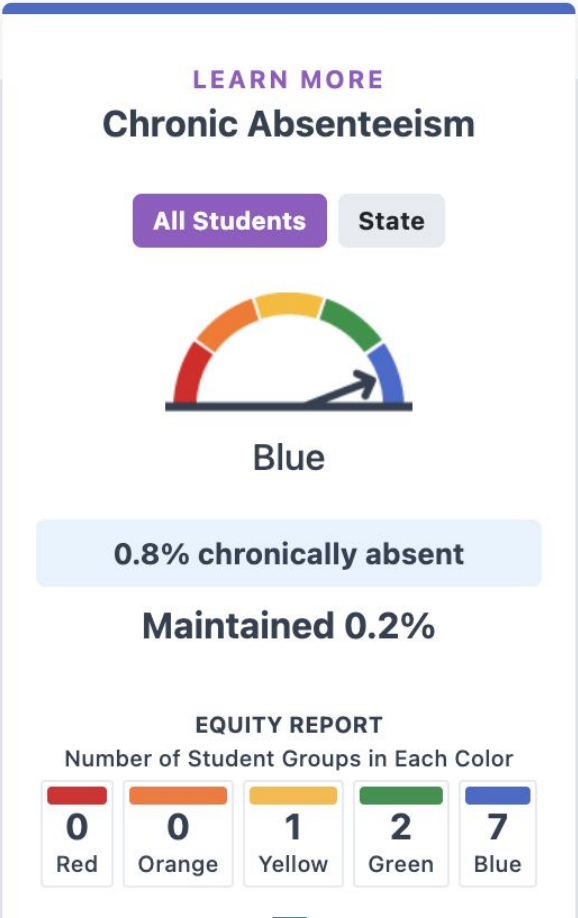
- This Goal focuses on ensuring student engagement by optimizing conditions for learning.
- This Goal addresses the following LCFF priorities
 - 1: Basic Services/Conditions for Learning),
 - 5: Student Engagement and
 - 6: School Climate

Goal 1: Measuring & Reporting Results

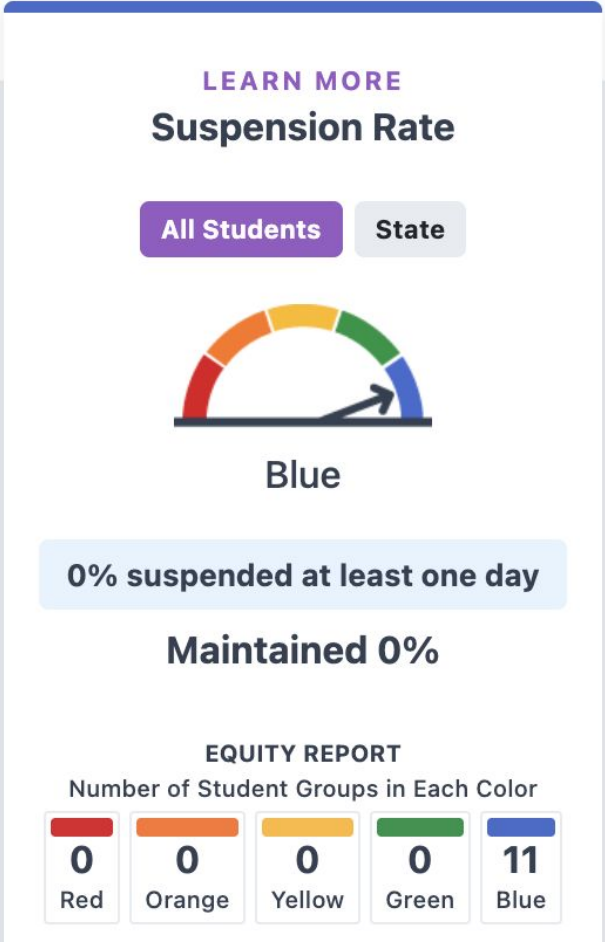
Metric #	Metric	Baseline 2023-2024	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-27 Outcome
1	% of teachers fully credentialed & appropriately assigned	99%	99%		100%
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%		100%
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%		100%
4	Student Attendance Rate (CALPADS)	98%	98%		100%
5	Chronic Absenteeism Rate (Dashboard)	0.5%	0.8%		0%
5	High School Graduation Rate (Dashboard)	91%	92%		95%
6	High School Dropout Rate (CALPADS)	7% (44/642)	1% (8/650)		0%
7	Middle School Dropout Rate (CALPADS)	11% (75/671)	3% (25/786)		0%
8	Student Suspension Rate (Dashboard)	0%	0%		0.0%
9	Student Expulsion Rate (Dashboard)	0%	0%		0.0%
10	% of students who feel high levels of connectedness to their school	98%	May 2025		100%
11	% of parents who strongly agree/agree Adults at the school care about students (Internal Survey).	99%	May 2025		100%
12	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students (Internal Survey).	96%	May 2025		100%

2023-24 Absentee and Suspension Rates

(Goal 1: Priority 5)



English Learners



2023-24 Graduation Rates

(Goal 1: Priorities 5)

LEARN MORE
Graduation Rate

All Students

State



Green

92% graduated

Maintained 0.6%

EQUITY REPORT

Number of Student Groups in Each Color



English Learners

2023-2024 PCA Graduation Data

Student Group	# of students	2024	Change	Dashboard Color
State of CA	--	86.7%	Maintained 0.3%	Yellow
Dehesa SD	K-6 District			
Schoolwide	150	92%	Maintained 0.6%	Green
Hispanic/ Latino	58	93.1%	Increased 1.6%	Green
White	64	90.6%	Declined 1%	Yellow
Socioeconomically Disadvantaged	90	94.4%	Increased 5.8%	Green
Two or more races	15	100%	Increased 7.1%	No Color
English Learners	12	91.7%	Not Available	No Color
Students with Disabilities	28	78.6%	Maintained 0%	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: American Indian (1), African American (5), Asian (1), Filipino (5), Foster Youth (1), Homeless (9), Long-Term English Learners (10)

Goal 2: Improve College and Career Readiness

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

Goal 2: Measuring & Reporting Results

Metric #	Metric	Baseline 2023-24 (2022-23)	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target Year 3 2026-2027 Outcome
1	Schoolwide ELA Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)	-1 (Green)		0.0 (Green)
2	Schoolwide Math Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)	-35.1 (Yellow)		-37.0 (Green)
3	Schoolwide Science Distance from Standard (DFS) and (California School Dashboard Color)	NA	-6.6 (Baseline)		0.0 (Green)
4	% of students scoring At Standard or Exceed Standard on the California Science Test (Dataquest)	34.4%	43.1%		45.4%
5	% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP) (Dataquest)	49.2%	72.1%		55.2%
6	% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program (EAP) (Dataquest)	34.3%	38.1%		40.3%
7	% of Cohort Graduates who met UC/CSU Requirements (Dataquest)	27.5%	37.2%		33.5%
8	% of students who met UC/CSU requirements who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	58.2%	58.8%		67.2%
9	% of students in AP Courses who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%	1.5%		10.6%
10	% of students completed a CTE pathway who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%	1.5%		8.8%
11	% prepared on College and Career Readiness Indicator (CCRI) Dashboard Status (Dashboard)	36.4% (Medium)	45.5% (Green)		51.4%
12	% of College Credit Courses completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%	52.9%		80%
13	% of students who were identified as Prepared on the CCRI who received a State Seal of Biliteracy	5.5%	1.5%		12.5%
14	% of Graduates Earning a Golden State Seal Merit Diploma (Dataquest)	43.5%	43.8%		49.5%

Schoolwide & Significant Student Group Assessment Data

CAASPP– Percent met or exceeded standards & Dashboard– Distance from Standards

2023-24 State ELA Assessment Results (CAASPP)

(Schoolwide & Significant Student Groups)

(Goal 2: Priority 4)

LEARN MORE

English Language Arts

All Students

State



Green

1 points below standard

Increased 5.3 Points ⬆

EQUITY REPORT

Number of Student Groups in Each Color



2023-24 PCA Student Group Performance Level in ELA

Student Group	# of Students	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	2901	50.3%	1 point below	Increased 5.3 points	Green
Homeless	39	21.6%	45.9 points below	Maintained 0.6 points	Orange
Students with Disabilities	39	28.1%	53.3 points below	Maintained 2.6 points	Orange
Black or African American	43	22.2%	51.9 points below	Decline 3.5 points	Orange
English Learners	394	4.9%	43.5 points below	Increased 34.8 points	Yellow
Hispanic	847	45.5%	13.2 points below	Increased 11.3 points	Yellow
Socioeconomically Disadvantaged	1,179	42.9%	16.8 points below	Increased 5.8 points	Yellow
White	1,593	50.7%	0.8 points below	Maintained 2.8 points	Yellow
Two or more Races	260	53.5%	7.2 points above	Maintained 0.9 points	Yellow
Filipino	37	75.7%	38.8 points above	Maintained 1 point	Green
Asian	104	79.1%	67.3 points above	Increased 10.7 points	Blue
Long-Term EL	17	0.0%	132.2 points below	Increased 10.5 points	No Color
American Indian/Alaska Native	14	40.0%	11.5 points below	n/a	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: Foster Youth (1), Native Hawaiian or Pacific Islander (8)

2023-24 State Mathematics Achievement Results (CAASPP)

(Schoolwide & Significant Student Groups)

(Goal 2: Priority 4) see sample from MVA

LEARN MORE
Mathematics

All Students

State



Yellow

35.1 points below standard

Increased 7.9 Points ↑

EQUITY REPORT

Number of Student Groups in Each Color



2023-24 PCA Student Group Performance Level in Mathematics

Student Group	# of Students	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	2,901	37.1%	35.1 points below	Increased 7.9 points	Yellow
Black or African American	43	11.1%	96.7 points below	Maintained 1.8 points	Red
Two or more Races	259	39.2%	34.8 points below	Maintained -2 points	Orange
English Learners	94	12.2%	82.4 points below	Increased 19.9 points	Yellow
Hispanic	848	29.7%	55 points below	Increased 13.1 points	Yellow
Socioeconomically Disadvantaged	1,179	28.0%	57 points below	Increased 7.8 points	Yellow
Students with Disabilities	394	21.8%	88.9 points below	Increased 5.7 points	Yellow
White	1,533	39.1%	30.4 points below	Increased 6.3 points	Yellow
Filipino	37	56.8%	3.1 points below	Declined 4.8 points	Yellow
Homeless	39	16.2%	82.5 points below	Increased 19.4 points	Yellow
Asian	104	67.7%	47.1 points above	Increased 11.6 points	Blue
Long Term EL	17	0.0%	152.9 points below	Increased 18,8 points	No Color
American Indian	14	26.7%	23.7 points below	Not available	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: Foster Youth (1), and Pacific Islander (8)

2023-24 EAP & College and Career Indicator

(Schoolwide and significant student groups)

(Goal 2: Priority 4)

LEARN MORE
College/Career

All Students

State



Green

Prepared 45.6%

Increased 9.2% ⓘ

EQUITY REPORT

Number of Student Groups in Each Color



2023-24 PCA EAP & College/Career Indicator

Student Group	# of Students	% Met/ Exceeded ELA Standards	% Met/ Exceeded Mathematics Standards	College/ Career % Prepared	Change	College & Career Dashboard Color
All Students	149	72.1%	38.1%	45.6%	Increased 9.2%	Green
White	63	77.6%	47.4%	58.7%	Increased 23.8%	Green
Socioeconomically Disadvantaged	89	63.2%	30.3%	39.3%	Increased 10.6%	Green
Hispanic	58	66.7%	25.0%	32.8%	Maintained -1.3%	Orange
Two or more Races	15	75.0%	33.3%	33.3%	Declined 2.4%	No Color
Students with Disabilities	28	31.6%	10.5%	17.9%	Increased 7.1%	No Color
English Learners	12	>11 students		16.7%	N/A	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: Asian (1), Black/African American (5), American Indian (1), Filipino (5), Foster Youth (1), Homeless (9), and Long-Term English Learners (10)

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

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

Goal 3: Measuring & Reporting Results

(Priorities: 2, 3,
4 & 7)

Pacific Coast Academy - Regular Scheduled Board Meeting - Agenda - Thursday January 23, 2025 at 6:00 PM					
Metric #	Metric	Baseline 2023-24	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-2027 Outcome
1	% of English Learners (ELs) who made progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	56.3%	48.5%		62.3%
2	% of English Learner students who scored proficient on the English Language Proficiency for Summative ELPAC (Dataquest).	20.9%	23.53%		26.9%
3	English Learner Reclassification Rate	28% (26/93)	27% (27/101)		35%
4	% of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by school-administered parent survey .	98%	May 2025		100%
5	% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who met with a counselor/coordinator once per school year	43%	May 2025		63%
6	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%		100%
7	% of students who have <i>access and are enrolled</i> in a broad course of study (Pathways)	100%	100%		100%
8	Increase graduation rate of students with exceptional needs (decrease dropout rate by 3%) (DataQuest)	78.6% (22/28) 21.4% dropout	78.6% (22/28) 21.4% dropout		18.4% dropout
9	% of English Learners , those in foster care, homeless youth and those living in low socio-economic conditions (priority groups) who are <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%	May 2025		34.1%

Goal 3: Priorities 2, 3, & 7

LCFF Priority: 2
**Implementation of
Academic Standards**

STANDARD MET

LCFF Priority: 3
**Parent and Family
Engagement**

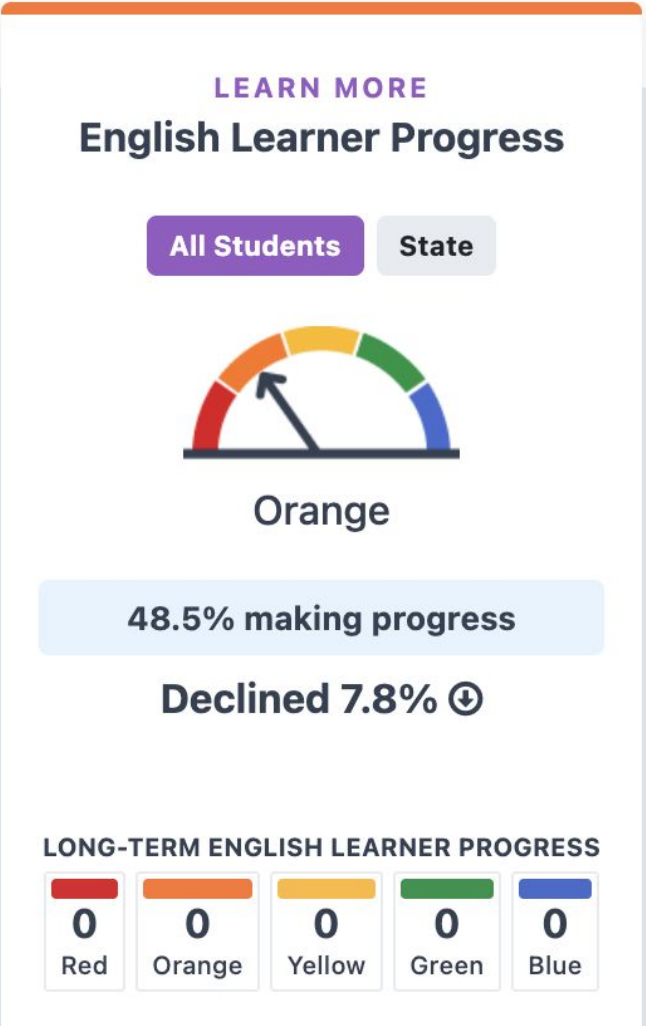
STANDARD MET

LCFF Priority: 7
**Access to a Broad
Course of Study**

STANDARD MET

2023-24 English Learner Progress

(Goal 3: Priority 4)



Assessments	English Learners
ELPAC Summative	23.53%
ELPI -Dashboard	48.5%
CAASPP ELA	4.8%
CAASPP Math	12.2%
EAP (11 th grade CAASPP)	<11 students
College and Career Indicator	16.7%
Graduation Rate	91.7%

Long Term English Learner Data

(Goal 3: Priority 4)

Number of Students: 17

Long-Term English Learners

Student Group

State



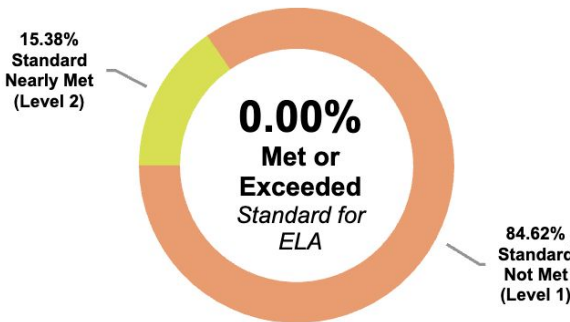
No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 10

ELA

Percent of students within each achievement level

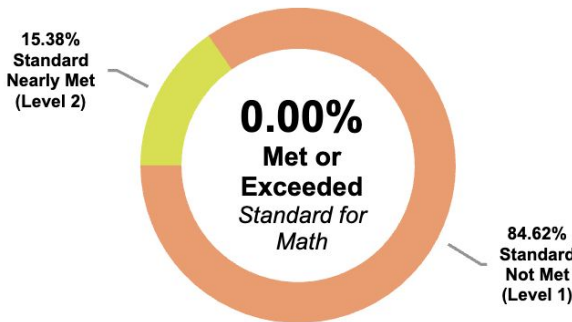


Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

Thank you



Coversheet

Financials

Section:	III. Finance
Item:	A. Financials
Purpose:	Vote
Submitted by:	
Related Material:	24.12_PCA_Monthly Financial Update.pdf



Pacific Coast Academy

Monthly Financial Update – December 2024

Highlights

Highlights

- ADA forecast is **6,720 (+265 to 1st Interim)**
- Revenue increased **\$3.9M**
- Expenses increased **\$2.5M**
- Projected surplus for year-end is **\$4.2M, +\$1.4M**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

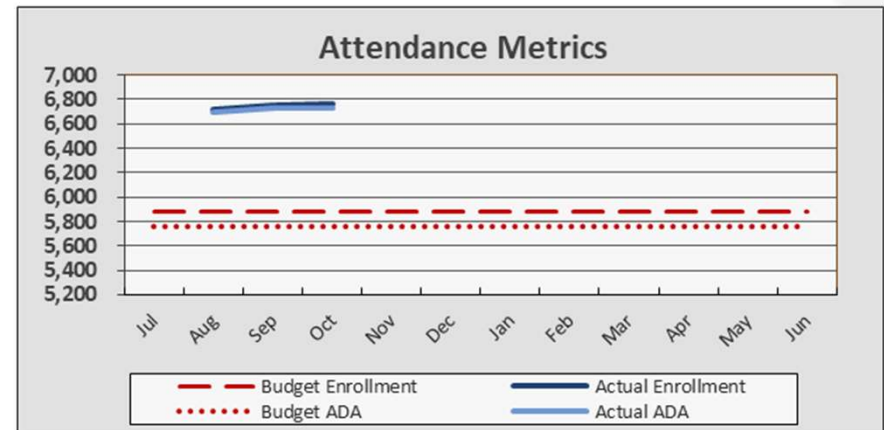
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio	
22.25	:1

Cert.	Instr.
56.3%	85.3%
15,928,813	5,200,226

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	6,747	6747	5880
ADA	6,720	6720	6082
Attendance Rate	99.6%	99.6%	98.0%
Unduplicated %	38.8%	38.8%	39.0%
Revenue per ADA		\$14,504	\$14,271
Expenses per ADA		\$13,885	\$13,220



- Projected ADA = 6,720 (+10% to original budget and +22% to prior year)

Revenue

- Revenue up **+\$3.9M** to 1st Interim, driven by:
 - 265 Added ADA: **+\$4.1M**
 - PY State Lottery Adj.: **-\$145K**

Revenue

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 30,065,688	\$ 24,577,135	\$ 5,488,553
Federal Revenue	239,219	971,700	(732,481)
Other State Revenue	2,414,994	2,638,780	(223,786)
Other Local Revenue	351,869	-	351,869
Total Revenue	\$ 33,071,770	\$ 28,187,615	\$ 4,884,155

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 80,535,673	\$ 72,393,488	\$ 8,142,185
Federal Revenue	1,653,689	1,549,894	103,796
Other State Revenue	14,761,106	12,848,322	1,912,785
Other Local Revenue	510,465	-	510,465
Total Revenue	\$ 97,460,933	\$ 86,791,703	\$ 10,669,230

Expenses

- Expenses increased **\$2.5M**, driven by:
 - Staffing Updates: **+\$1.7M** (supporting student growth)
 - Student Funds: **+\$495K** (due to higher enrollment)
 - SPED overage in November: **+\$125K**



Expenses

Year-to-Date		
Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 16,477,807	\$ 15,574,004 \$ (903,803)
Classified Salaries	2,800,193	2,272,401 (527,792)
Benefits	6,660,222	5,604,259 (1,055,963)
Books and Supplies	6,266,203	4,680,242 (1,585,961)
Subagreement Services	6,878,867	3,533,800 (3,345,067)
Operations	765,925	528,375 (237,550)
Facilities	240,638	270,147 29,509
Professional Services	1,964,881	1,697,357 (267,524)
Total Expenses	\$ 42,070,351	\$ 34,175,324 \$ (7,895,028)

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 37,804,903	\$ 31,539,229	\$ (6,265,674)
5,573,367	4,502,043	(1,071,324)
16,568,515	14,499,707	(2,068,809)
13,753,002	13,782,807	29,805
12,602,298	10,179,605	(2,422,693)
1,310,977	1,056,750	(254,227)
627,005	540,294	(86,711)
5,031,662	4,269,107	(762,555)
\$ 93,303,614	\$ 80,399,019	\$ (12,904,596)

Fund Balance

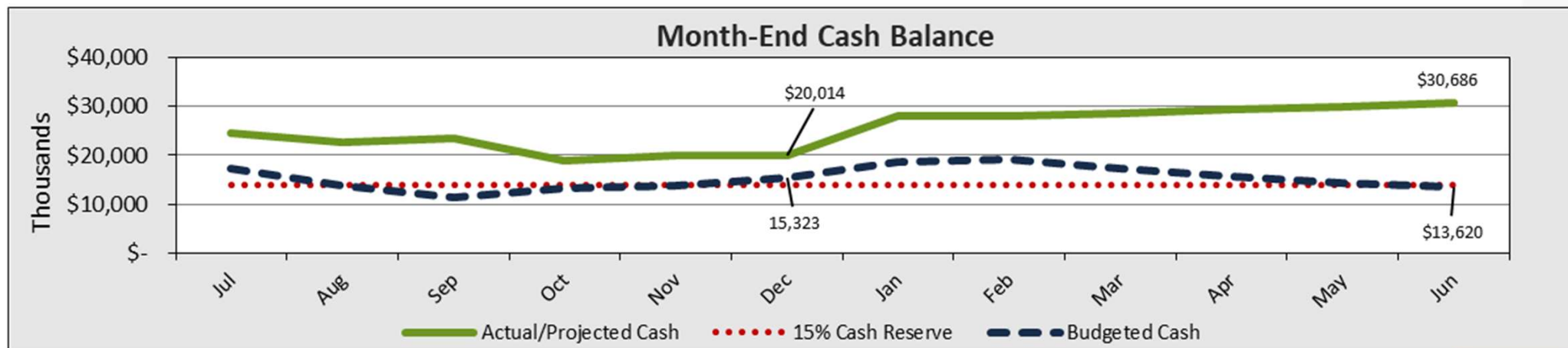
- Projected year-end surplus decreased by **\$4.2M**
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (8,998,581)	\$ (5,987,709)	\$ (3,010,874)
Beginning Fund Balance	<u>18,068,220</u>	<u>18,068,220</u>	
Ending Fund Balance	<u>\$ 9,069,639</u>	<u>\$ 12,080,511</u>	
<i>As a % of Annual Expenses</i>	<i>9.7%</i>	<i>15.0%</i>	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 4,157,319	\$ 6,392,684	\$ (2,235,365)
Beginning Fund Balance	<u>18,068,220</u>	<u>18,068,220</u>	
Ending Fund Balance	<u>\$ 22,225,539</u>	<u>\$ 24,460,904</u>	
<i>As a % of Annual Expenses</i>	<i>23.8%</i>	<i>30.4%</i>	

Cash Balance

- 12/31 cash balance: **\$20.0M**
- Cash remains strong with no projected factoring needed



Appendices

- Monthly Cash Flow / Forecast 24-25
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows

Pacific Coast Academy**Monthly Cash Flow/Forecast FY24-25**

Revised 1/15/25

ADA = 6,719.62

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

8011	LCFF State Aid	3,207,137	3,207,137	5,772,846	5,772,846	5,772,846	5,772,846	5,739,357	5,739,357	7,307,645	7,307,645	7,307,645	7,291,717	77,506,669	69,354,439	8,152,230
8012	Education Protection Account	-	-	280,015	-	-	280,015	-	-	336,051	-	-	447,844	1,343,925	1,216,325	127,600
8096	In Lieu of Property Taxes	-	-	-	-	-	-	110,916	110,916	487,865	243,933	243,933	243,585	1,685,080	1,822,724	(137,644)

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	69,662	69,662	160,323	160,323	160,323	160,129	940,747	851,428	89,320
8290	Title I, Part A - Basic Low Income	-	3,389	-	-	-	28,144	-	-	-	-	-	551,325	582,858	579,469	3,389
8291	Title II, Part A - Teacher Quality	-	-	-	29,232	166,395	-	-	-	-	-	-	(78,698)	116,929	105,842	11,087
8293	Title III - Limited English	-	-	-	5,062	-	6,997	-	-	-	-	13,155	(12,059)	13,155	13,155	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	0

Other State Revenue

8311	State Special Education	242,430	242,430	436,374	436,374	-	436,374	446,281	446,281	668,292	668,292	668,292	667,049	6,026,763	5,261,275	765,488
8550	Mandated Cost	-	-	-	-	134,607	-	-	-	-	-	-	-	134,607	127,652	6,955
8560	State Lottery	-	-	-	-	-	-	377,337	-	377,337	-	-	1,079,783	1,834,457	1,514,325	320,133
8598	Prior Year Revenue	-	-	(176)	-	(143,309)	14,576	-	-	-	-	-	-	(128,909)	-	(128,909)
8599	Other State Revenue	195,303	141,647	72,815	46,922	84,590	74,037	817,477	30,238	30,238	817,477	30,238	4,522,968	6,894,188	5,945,071	949,118

Other Local Revenue

8660	Interest Revenue	29,999	37,484	50,886	40,525	23,178	39,854	32,369	32,472	32,575	32,678	32,781	32,885	417,687	-	417,687
8690	Other Local Revenue	-	-	-	-	37,165	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	9,153	13,517	4,642	14,128	9,696	-	-	-	-	-	-	51,136	-	51,136
8980	Contributions, Unrestricted	-	-	41,642	-	-	-	-	-	-	-	-	-	41,642	-	41,642

Total Revenue**Expenses****Certificated Salaries**

1100	Teachers' Salaries	20,257	2,197,673	1,881,933	2,331,299	1,992,771	2,007,074	2,053,740	2,053,740	2,053,740	2,053,740	2,053,740	1,081,933	21,781,641	22,339,801	558,160
1175	Teachers' Extra Duty/Stipends	21,173	421,422	386,079	436,833	402,665	449,718	429,739	429,739	429,739	429,739	429,739	273,173	8,128,532	2,681,231	(5,447,301)
1200	Pupil Support Salaries	17,131	382,581	292,461	417,485	326,355	325,923	326,139	326,139	326,139	326,139	326,139	191,424	3,584,055	3,033,884	(550,171)
1300	Administrators' Salaries	212,641	240,189	209,699	260,060	232,639	232,847	222,285	222,285	222,285	222,285	222,285	217,713	2,717,211	2,587,416	(129,795)
1900	Other Certificated Salaries	1,750	151,969	141,004	175,455	153,741	154,980	154,361	154,361	154,361	154,361	154,361	42,763	1,593,464	896,897	(696,567)

Classified Salaries

2100	Instructional Salaries	9,346	28,991	30,044	26,707	29,424	28,833	25,156	25,156	25,156	25,156	25,156	12,578	291,704	193,993	(97,710)
2200	Support Salaries	120,103	181,834	126,099	196,751	161,967	160,909	161,438	161,438	161,438	161,438	161,438	142,750	1,897,603	1,546,171	(351,432)
2300	Classified Administrators' Salaries	50,118	51,524	59,252	45,200	51,524	51,524	47,900	47,900	47,900	47,900	47,900	47,900	596,542	565,552	(30,990)
2400	Clerical and Office Staff Salaries	176,110	209,193	169,885	223,538	204,129	208,467	206,298	206,298	206,298	206,298	206,298	206,298	2,429,110	1,870,685	(558,425)
2900	Other Classified Salaries	23,563	40,197	38,741	28,559	33,987	33,674	27,277	27,277	27,277	27,277	27,277	23,303	358,409	325,643	(32,766)

Benefits

3101	STRS	51,253	616,866	526,644	662,476	397,020	570,563	637,149	637,149	637,149	637,149	637,149	361,343	9,838,764	9,149,314	(689,450)
3301	OASDI	22,768	31,453	25,819	32,053	29,502	29,981	27,167	27,167	27,167	27,167	27,167	25,122	332,534	299,190	(33,344)
3311	Medicare	9,191	55,062	47,055	58,892	50,516	51,158	54,653	54,653	54,653	54,653	54,653	33,498	578,638	527,246	(51,392)
3401	Health and Welfare	668,891	234,596	312,079	427,607	385,478	371,802	328,167	328,167	328,167	328,167	328,167	328,167	4,369,453	3,784,000	(585,453)
3501	State Unemployment	154	9,831	2,347	244	(1,983)	46,475	50,103	40,082	20,041	10,021	10,021	10,021	197,355	194,530	(2,825)
3601	Workers' Compensation	68,204	29,688	93,888	22,735	22,735	22,735	56,538	56,538	56,538	56,538	56,538	34,653	577,328	545,427	(31,900)
3901	Other Benefits	-	-	674,444	-	-	-	-	-	-	-	-	-	674,444	-	(674,444)

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
															ADA = 6,081.63	
3,207,137	3,207,137	5,772,846	5,772,846	5,772,846	5,772,846	5,772,846	5,739,357	5,739,357	7,307,645	7,307,645	7,307,645	7,307,645	7,291,717	77,506,669	69,354,439	8,152,230
-	-	280,015	-	-	-	280,015	-	-	336,051	-	-	-	447,844	1,343,925	1,216,325	127,600
-	-	-	-	-	-	-	110,916	110,916	487,865	243,933	243,933	243,933	243,585	1,685,080	1,822,724	(137,644)
3,207,137	3,207,137	6,052,861	5,772,846	5,772,846	5,772,846	6,052,861	5,850,272	5,850,272	8,131,561	7,551,578	7,551,578	7,551,578	7,983,146	80,535,673	72,393,488	8,142,185
-	-	-	-	-	-	-	69,662	69,662	160,323	160,323	160,323	160,323	160,129	940,747	851,428	89,320
-	3,389	-	-	-	-	28,144	-	-	-	-	-	-	551,325	582,858	579,469	3,389
-	-	-	29,232	166,395	166,395	-	-	-	-	-	-	-	(78,698)	116,929	105,842	11,087
-	-	-	5,062	-	-	6,997	-	-	-	-	-	13,155	(12,059)	13,155	13,155	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	0
-	3,389	-	34,294	166,395	166,395	35,141	69,662	69,662	160,323	160,323	160,323	173,478	620,697	1,653,689	1,549,894	103,796
242,430	242,430	436,374	436,374	-	-	436,374	446,281	446,281	668,292	668,292	668,292	668,292	667,049	6,026,763	5,261,275	765,488
-	-	-	-	134,607	-	-	-	-	-	-	-	-	-	134,607	127,652	6,955
-	-	-	-	-	-	-	377,337	-	-	377,337	-	-	1,079,783	1,834,457	1,514,325	320,133
-	-	(176)	-	-	(143,309)	14,576	-	-	-	-	-	-	-	(128,909)	-	(128,909)
195,303	141,647	72,815	46,922	84,590	74,037	74,037	817,477	30,238	30,238	817,477	30,238	30,238	4,522,968	6,894,188	5,945,071	949,118
437,733	384,077	509,013	483,296	75,888	524,987	524,987	1,641,095	476,520	698,531	1,863,106	698,531	698,531	6,269,799	14,761,106	12,848,322	1,912,785
29,999	37,484	50,886	40,525	23,178	39,854	39,854	32,369	32,472	32,575	32,678	32,781	32,885	-	417,687	-	417,687
-	-	-	-	37,165	-	-	-	-	-	-	-	-	-	-	-	-
-	9,153	13,517	4,642	14,128	9,696	9,696	-	-	-	-	-	-	-	51,136	-	51,136
-	-	41,642	-	-	-	-	-	-	-	-	-	-	-	41,642	-	41,642
29,999	46,637	106,045	45,167	74,471	49,550	49,550	32,369	32,472	32,575	32,678	32,781	32,885	-	510,465	-	510,465
3,674,869	3,641,240	6,667,919	6,335,603	6,089,600	6,662,539	6,662,539	7,593,399	6,428,926	9,022,990	9,607,685	8,443,213	8,456,472	14,873,642	97,460,933	86,791,703	10,669,230
20,257	2,197,673	1,881,933	2,331,299	1,992,771	2,007,074	2,007,074	2,053,740	2,053,740	2,053,740	2,053,740	2,053,740	1,081,933	-	21,781,641	22,339,801	558,160
21,173	421,422	386,079	436,833	402,665	449,718	449,718	429,739	429,739	429,739	429,739	429,739	273,173	3,588,775	8,128,532	2,681,231	(5,447,301)
17,131	382,581	292,461	417,485	326,355	325,923	325,923	326,139	326,139	326,139	326,139	326,139	191,424	-	3,584,055	3,033,884	(550,171)
212,641	240,189	209,699	260,060	232,639	232,847	232,847	222,285	222,285	222,285	222,285	222,285	217,713	-	2,717,211	2,587,416	(129,795)
1,750	151,969	141,004	175,455	153,741	154,980	154,980	154,361	154,361	154,361	154,361	154,361	42,763	-	1,593,464	896,897	(696,567)
272,952	3,393,834	2,911,176	3,621,132	3,108,171	3,170,542	3,170,542	3,186,263	3,186,263	3,186,263	3,186,263	3,186,263	1,807,006	3,588,775	37,804,903	31,539,229	(6,265,674)
9,346	28,991	30,044	26,707	29,424	28,833	28,833	25,156	25,156	25,156	25,156	25,156	12,578	-	291,704	193,993	(97,710)
120,103	181,834	126,099	196,751	161,967	160,909	160,909	161,438	161,438	161,438	161,438	161,438	142,750	-	1,897,603	1,546,171	(351,432)
50,118	51,524	59,252	45,200	51,524	51,524	51,524	47,900	47,900	47,900	47,900	47,900	47,900	-	596,542	565,552	(30,990)
176,110	209,193	169,885	223,538	204,129	208,467	208,467	206,298	206,298	206,298	206,298	206,298	206,298	-	2,429,110	1,870,685	(558,425)
23,563	40,197	38,741	28,559	33,987	33,674	33,674	27,277	27,277	27,277	27,277	27,277	23,303	-	358,409	325,643	(32,766)
379,240	511,739	424,021	520,755	481,031	483,407	483,407	468,069	468,069	468,069	468,069	468,069	432,828	-	5,573,367	4,502,043	(1,071,324)
51,253	616,866	526,644	662,476	397,020	570,563	570,563	637,149	637,149	637,149	637,149	637,149	361,343	\$3,466,853	9,838,764	9,149,314	(689,450)
22,768	31,453	25,819	32,053	29,502	29,981	29,981	27,167	27,167	27,167	27,167	27,167	25,122	-	332,534	299,190	(33,344)
9,191	55,062	47,055	58,892	50,516	51,158	51,158	54,653	54,653	54,653	54,653	54,653	33,498	-	578,638	527,246	(51,392)
668,891	234,596	312,079	427,607	385,478	371,802	371,802	328,167	328,167	328,167	328,167	328,167	328,167	-	4,369,453	3,784,000	(585,453)
154	9,831	2,347	244	(1,983)	46,475	46,475	50,103	40,082	20,041	10,021	10,021	10,021	-	197,355	194,530	(2,825)
68,204	29,688	93,888	22,735	22,735	22,735	22,735	56,538	56,538	56,538	56,538	56,538	34,653	-	577,328	545,427	(31,900)
-	-	674,444	-	-	-	-	-	-	-	-	-	-	-	674,444	-	(674,444)
820,461	977,496	1,682,276	1,204,007	883,268	1,092,714	1,092,714	1,153,777	1,143,756	1,123,715	1,113,695	1,113,695	792,803	3,466,853	16,568,515	14,499,707	(2,068,809)

Pacific Coast Academy

Monthly Cash Flow/Forecast FY24-25

Revised 1/15/25

ADA = 6,719.62



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav. /
Books and Supplies																
4100 Textbooks and Core Materials	45,721	72,612	1,188	12,187	-	-	13,575	13,575	13,575	13,575	13,575	13,575	-	213,155	147,492	(65,663)
4200 Books and Reference Materials	1,777	20,504	11,811	59,001	2,981	-	-	-	-	-	-	-	-	96,074	-	(96,074)
4302 School Supplies	210,866	1,128,658	782,872	835,989	319,047	319,876	340,405	272,328	1,196,171	997,350	886,761	982,504	-	8,272,826	8,821,760	548,934
4305 Software	587,999	591,838	100,122	391,382	358,044	(49,455)	243,248	243,248	243,248	243,248	243,248	243,248	-	3,439,417	2,651,326	(788,091)
4310 Office Expense	17,303	18,554	18,703	15,889	7,402	25,341	13,294	13,294	13,294	13,294	13,294	13,294	-	182,956	144,432	(38,524)
4311 Business Meals	1,686	6,758	849	241	4,421	3,537	1,190	1,190	1,190	1,190	1,190	1,190	-	24,632	12,852	(11,780)
4400 Noncapitalized Equipment	70,123	11,899	-	229,105	28,588	784	86,162	68,930	302,768	252,444	224,452	248,686	-	1,523,942	2,004,945	481,004
	935,475	1,850,823	915,545	1,543,794	720,483	300,083	697,873	612,564	1,770,245	1,521,100	1,382,519	1,502,497	-	13,753,002	13,782,807	29,805
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	9	9	9	9	9	9	-	51	-	(51)
5102 Special Education	4,200	46,446	142,738	238,297	322,629	198,896	235,450	235,450	235,450	235,450	235,450	235,450	-	2,365,906	2,557,140	191,234
5105 Security	561	436	280	299	298	298	332	332	332	332	332	332	-	4,161	3,672	(489)
5106 Other Educational Consultants	(3,490)	174,009	2,699,481	1,414,626	1,022,210	616,653	313,698	250,962	1,102,323	919,100	817,188	905,420	-	10,232,180	7,618,793	(2,613,387)
	1,271	220,891	2,842,499	1,653,222	1,345,137	815,847	549,488	486,752	1,338,113	1,154,890	1,052,978	1,141,210	-	12,602,298	10,179,605	(2,422,693)
Operations and Housekeeping																
5201 Auto and Travel	4,158	9,512	18,554	15,315	63,105	14,533	9,699	9,699	9,699	9,699	9,699	9,699	-	183,368	105,366	(78,002)
5300 Dues & Memberships	-	5,412	1,230	-	3,771	-	3,630	3,630	3,630	3,630	3,630	3,630	-	32,190	39,372	7,182
5400 Insurance	181,226	60,409	60,409	60,409	60,409	60,409	61,593	61,593	61,593	61,593	61,593	61,593	-	852,832	739,122	(113,710)
5501 Utilities	-	2,751	2,579	9,564	2,536	1,031	3,035	3,035	3,035	3,035	3,035	3,035	-	36,668	32,946	(3,722)
5900 Communications	-	1,059	606	11,644	570	97,597	11,033	11,033	11,033	11,033	11,033	11,033	-	177,674	119,850	(57,824)
5901 Postage and Shipping	1,914	2,087	7,238	2,250	2,014	1,624	1,853	1,853	1,853	1,853	1,853	1,853	-	28,245	20,094	(8,151)
	187,298	81,230	90,616	99,182	133,394	174,205	90,842	90,842	90,842	90,842	90,842	90,842	-	1,310,977	1,056,750	(254,227)
Facilities, Repairs and Other Leases																
5601 Rent	37,446	35,033	35,033	36,815	41,533	28,733	47,430	47,430	47,430	47,430	47,430	47,430	69,987	569,160	515,202	(53,958)
5602 Additional Rent	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	-	35,856	-	(35,856)
5604 Other Leases	1,680	300	800	317	1,827	1,142	1,930	1,930	1,930	1,930	1,930	1,930	-	17,643	20,910	3,267
5610 Repairs and Maintenance	-	405	-	607	-	1,039	383	383	383	383	383	383	-	4,346	4,182	(164)
	42,114	38,726	38,821	40,727	46,348	33,902	52,730	52,730	52,730	52,730	52,730	52,730	69,987	627,005	540,294	(86,711)
Professional/Consulting Services																
5801 IT	30	35	31,369	1,231	35	35	918	918	918	918	918	918	-	38,243	9,996	(28,247)
5802 Audit & Taxes	-	3,825	-	-	-	-	-	-	-	-	-	-	-	3,825	13,668	9,843
5803 Legal	-	2,222	4,535	3,409	8,768	2,766	13,949	13,949	13,949	13,949	13,949	13,949	-	105,391	151,470	46,079
5804 Professional Development	101,220	45,739	21,022	5,719	6,635	16,474	12,427	12,427	12,427	12,427	12,427	12,427	-	271,371	134,946	(136,425)
5805 General Consulting	-	-	663	3,487	4,939	714	2,329	2,329	2,329	2,329	2,329	2,329	-	23,777	25,296	1,519
5806 Special Activities/Field Trips	82,346	183,858	219,808	232,756	54,938	28,669	68,385	54,708	240,301	200,359	178,143	197,377	-	1,741,648	1,603,956	(137,691)
5807 Bank Charges	-	-	-	-	-	-	451	451	451	451	451	451	-	2,703	4,896	2,193
5808 Printing	126	2,746	-	-	-	-	349	349	349	349	349	349	-	4,963	3,774	(1,189)
5809 Other taxes and fees	-	365	2,408	1,332	4,648	-	2,304	2,304	2,304	2,304	2,304	2,304	-	22,574	24,990	2,416
5810 Payroll Service Fee	4,560	17,189	12,913	19,593	17,129	20,150	9,393	9,393	9,393	9,393	9,393	9,393	-	147,889	102,000	(45,889)
5811 Management Fee	122,013	122,088	131,386	131,236	128,637	131,236	137,444	137,444	137,444	137,444	137,444	137,444	58,065	1,649,322	1,464,162	(185,161)
5812 District Oversight Fee	-	-	-	-	-	-	58,503	58,503	81,316	75,516	75,516	75,516	380,488	805,357	723,935	(81,422)
5813 County Fees	-	-	-	-	-	-	281	-	-	281	-	-	281	842	1,020	179
5814 SPED Encroachment	3,500	3,500	6,300	6,300	-	6,300	15,478	15,478	24,858	24,858	24,858	24,858	52,735	209,025	-	(209,025)
5815 Public Relations/Recruitment	-	-	-	-	1,500	479	459	459	459	459	459	459	-	4,733	4,998	265
	313,795	381,567	430,404	405,063	227,229	206,823	322,666	308,709	526,495	481,034	458,537	477,771	491,569	5,031,662	4,269,107	(762,555)
Depreciation																
6900 Depreciation Expense	2,527	2,527	2,526	2,679	2,679	2,679	2,712	2,712	2,712	2,712	2,712	2,712	-	31,886	29,478	(2,408)
	2,527	2,527	2,526	2,679	2,679	2,679	2,712	2,712	2,712	2,712	2,712	2,712	-	31,886	29,478	(2,408)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,955,133	7,458,834	9,337,884	9,090,561	6,947,740	6,280,202	6,524,420	6,352,397	8,559,183	8,071,334	7,808,344	6,300,400	7,617,184	93,303,614	80,399,019	(12,904,596)
Monthly Surplus (Deficit)	719,736	(3,817,594)	(2,669,965)	(2,754,958)	(858,140)	382,337	1,068,980	76,530	463,807	1,536,351	634,869	2,156,073	7,256,458	4,157,319	6,392,684	(2,235,365)
														4.3%		

Pacific Coast Academy**Monthly Cash Flow/Forecast FY24-25**

Revised 1/15/25

ADA = 6,719.62

**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

Other Liabilities

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-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	719,736	(3,817,594)	(2,669,965)	(2,754,958)	(858,139)	382,337	1,068,980	76,530	463,807	1,536,351	634,869	2,156,073	7,256,458	4,194,484		
Cash flows from operating activities																
Depreciation/Amortization	2,527	2,527	2,526	2,678	2,678	2,679	2,712	2,712	2,712	2,712	2,712	2,712	-	31,884		
Public Funding Receivables	290,878	-	1,711,585	(77,278)	573,383	4,790	7,785,266	-	-	-	-	-	(14,873,642)	(4,585,019)		
Grants and Contributions Rec.	533,995	-	37,544	-	14,015	-	-	-	-	-	-	-	-	585,554		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	248,051	12,867	644,845	(761,188)	767,017	(14,639)	-	-	-	-	-	-	-	896,953		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(695,901)	280,855	1,499,560	(1,717,658)	666,453	(530,840)	-	-	-	-	-	-	7,617,184	7,119,653		
Accrued Expenses	(576,007)	1,771,256	(661,266)	842,239	(163,691)	137,218	-	-	-	-	-	-	-	1,349,749		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	(133,275)	(80,279)	37,646	65,202	25,872	1,810	(787,238)	-	-	(787,238)	-	(1,491,453)	-	(3,148,953)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	(9,126)	-	-	-	-	-	-	-	-	-	(9,126)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	390,004	(1,830,368)	602,475	(4,410,089)	1,027,588	(16,645)	8,069,718	79,241	466,518	751,824	637,580	667,331				
Cash, Beginning of Month	24,250,981	24,640,985	22,810,617	23,413,092	19,003,003	20,030,591	20,013,946	28,083,664	28,162,906	28,629,424	29,381,248	30,018,828				
Cash, End of Month	24,640,985	22,810,617	23,413,092	19,003,003	20,030,591	20,013,946	28,083,664	28,162,906	28,629,424	29,381,248	30,018,828	30,686,160				

Cert.	Instr.
56.3%	85.3%
15,928,813	5,200,226

Pupil:Teacher Ratio
22.25

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

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	\$ 5,772,846	\$ 5,674,454	\$ 98,392	\$ 29,505,658	\$ 23,328,311	\$ 6,177,347	\$ 69,354,439
Economic Protection Account Funding	280,015	276,437	3,578	560,030	552,875	7,155	1,216,325
In Lieu of Property Taxes	0	132,562	(132,562)	0	695,949	(695,949)	1,822,724
Total State Aid - Revenue Limit	6,052,861	6,083,453	(30,592)	30,065,688	24,577,135	5,488,553	72,393,488
Federal Revenue							
Federal Special Education - IDEA	0	69,662	(69,662)	0	286,389	(286,389)	851,427
Title I, Part A - Basic Low Income	28,144	434,602	(406,458)	31,533	579,469	(547,936)	579,469
Title II, Part A - Teacher Quality	0	79,382	(79,382)	195,627	105,842	89,785	105,842
Title III - Limited English	6,997	0	6,997	12,059	0	12,059	13,155
Total Federal Revenue	35,141	583,646	(548,505)	239,219	971,700	(732,481)	1,549,893
Other State Revenue							
State Special Education - AB602	436,374	430,468	5,906	1,793,982	1,769,701	24,280	5,261,275
State - Mandated Cost Reimbursement	0	127,651	(127,652)	134,607	127,652	6,956	127,651
State - State Lottery	0	0	0	0	0	0	1,514,325
Prior Year Revenues	14,576	0	14,576	(128,909)	0	(128,909)	0
State - Other State Revenue	74,037	27,368	46,671	615,314	741,427	(126,113)	5,945,071
Total Other State Revenue	524,987	585,487	(60,499)	2,414,994	2,638,780	(223,786)	12,848,322
Other Local Revenue							
Interest Revenue	39,854	0	39,853	221,925	0	221,924	0
Other Local Revenue	0	0	0	37,165	0	37,165	0
School Fundraising	9,696	0	9,696	51,138	0	51,138	0
Contributions, Unrestricted	0	0	0	41,641	0	41,642	0
Total Other Local Revenue	49,550	0	49,549	351,869	0	351,869	0
Total Revenue	6,662,539	7,252,586	(590,047)	33,071,770	28,187,615	4,884,155	86,791,703
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	2,007,074	2,052,670	(45,595)	10,431,007	11,045,394	(614,387)	22,339,801
Certificated Teachers' Extra Duties/Stipends	449,718	254,760	194,957	2,117,891	1,277,967	839,923	2,681,231
Certificated Pupil Support Salaries	325,923	275,853	50,070	1,761,935	1,509,605	252,332	3,033,883
Certificated Supervisors' and Administrators' Salaries	232,847	216,514	16,334	1,388,076	1,293,708	94,367	2,587,416
Other Certificated Salaries	154,980	81,739	73,240	778,899	447,330	331,569	896,898
Total Certificated Salaries	3,170,542	2,881,536	289,006	16,477,808	15,574,004	903,804	31,539,229
Classified Salaries							
Classified Instructional Salaries	28,833	18,476	10,358	153,344	92,378	60,966	193,993
Classified Support Salaries	160,909	135,016	25,892	947,663	801,215	146,448	1,546,170
Classified Supervisors' and Administrators' Salaries	51,524	47,129	4,395	309,142	282,776	26,367	565,552
Clerical, Technical, and Office Staff Salaries	208,467	155,890	52,576	1,191,322	935,342	255,979	1,870,685
Other Classified Salaries	33,674	28,203	5,472	198,721	160,691	38,030	325,643
Total Classified Salaries	483,407	384,714	98,693	2,800,192	2,272,402	527,790	4,502,043
Benefits							
State Teachers' Retirement System, certificated positions	570,563	550,373	20,190	2,824,822	2,974,634	(149,812)	9,149,313
OASDI/Medicare/Alternative, certificated positions	29,981	25,227	4,754	171,576	149,007	22,569	299,190
Medicare certificated positions	51,158	47,701	3,457	271,873	260,635	11,238	527,246
Health and Welfare Benefits, certificated positions	371,802	315,333	56,468	2,400,453	1,892,000	508,453	3,784,000
State Unemployment Insurance, certificated positions	46,475	9,727	36,749	57,069	58,359	(1,290)	194,530
Workers' Compensation Insurance, certificated positions	22,735	49,346	(26,611)	259,986	269,623	(9,638)	545,427
Other Benefits, certificated positions	0	0	0	674,444	0	674,445	0
Total Benefits	1,092,714	997,707	95,007	6,660,223	5,604,258	1,055,965	14,499,706
Books & Supplies							
Textbooks and Core Curricula Materials	0	12,291	(12,291)	131,707	73,746	57,961	147,492
Books and Other Reference Materials	0	0	0	96,072	0	96,072	0
School Supplies	319,876	332,828	(12,952)	3,597,310	2,609,193	988,117	8,821,760
Software	(49,455)	220,944	(270,398)	1,979,930	1,325,663	654,267	2,651,326
Office Expense	25,341	12,036	13,305	103,193	72,216	30,977	144,432
Business Meals	3,537	1,071	2,466	17,491	6,426	11,065	12,852
Noncapitalized Equipment	784	75,642	(74,859)	340,499	592,998	(252,499)	2,004,946
Total Books & Supplies	300,083	654,812	(354,729)	6,266,202	4,680,242	1,585,960	13,782,808
Subagreement Services							
Special Education	198,896	213,095	(14,200)	953,206	1,278,570	(325,364)	2,557,140
Security	298	306	(7)	2,171	1,836	335	3,672
Other Educational Consultants	616,653	287,442	329,211	5,923,489	2,253,394	3,670,096	7,618,792
Total Subagreement Services	815,847	500,843	315,004	6,878,866	3,533,800	3,345,067	10,179,604
Professional/Consulting Services							
IT	35	833	(798)	32,736	4,998	27,737	9,996
Audit and Tax	0	4,556	(4,556)	3,825	13,668	(9,843)	13,668
Legal	2,766	12,623	(9,857)	21,700	75,735	(54,035)	151,470
Professional Development	16,474	11,245	5,229	196,808	67,473	129,335	134,946
General Consulting	714	2,108	(1,394)	9,804	12,648	(2,843)	25,296

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

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Special Activities	28,669	60,514	(31,845)	802,375	474,398	327,976	1,603,956
Bank Charges	0	408	(408)	0	2,448	(2,448)	4,896
Printing	0	315	(315)	2,871	1,887	984	3,774
Other Taxes and Fees	0	2,082	(2,082)	8,753	12,495	(3,742)	24,990
Payroll Service Fee	20,150	8,500	11,649	91,534	51,000	40,534	102,000
Management Fee	131,236	122,014	9,223	766,596	732,081	34,515	1,464,162
District Oversight Fee	0	60,834	(60,835)	0	245,772	(245,771)	723,935
LACOE Fees	0	0	0	0	255	(255)	1,020
SELPA Fees	6,300	0	6,300	25,900	0	25,900	0
Public Relations	479	417	63	1,980	2,499	(519)	4,998
Total Professional/Consulting Services	206,823	286,449	(79,626)	1,964,882	1,697,357	267,525	4,269,107
Facilities, Repairs & Other Leases							
Rent	28,733	42,933	(14,200)	214,593	257,601	(43,009)	515,202
Additional Rent	2,988	0	2,988	17,928	0	17,929	0
Other Leases	1,142	1,743	(601)	6,066	10,455	(4,389)	20,910
Repairs and Maintenance	1,039	348	690	2,051	2,091	(41)	4,182
Total Facilities, Repairs & Other Leases	33,902	45,024	(11,123)	240,638	270,147	(29,510)	540,294
Operations & Housekeeping							
Auto and Travel Expense	14,533	8,781	5,753	125,178	52,683	72,495	105,366
Dues & Memberships	0	3,281	(3,281)	10,412	19,686	(9,273)	39,372
Insurance	60,409	61,593	(1,184)	483,271	369,560	113,710	739,122
Utilities	1,031	2,746	(1,715)	18,460	16,473	1,987	32,946
Janitorial/Trash Removal	(989)	0	(989)	0	0	0	0
Communications	97,597	9,987	87,610	111,477	59,925	51,551	119,850
Postage and Shipping	1,624	1,675	(51)	17,128	10,047	7,082	20,094
Total Operations & Housekeeping	174,205	88,063	86,143	765,926	528,374	237,552	1,056,750
Depreciation							
Depreciation Expense	2,679	2,456	222	15,614	14,739	875	29,478
Total Depreciation	2,679	2,456	222	15,614	14,739	875	29,478
Total Expenses	6,280,202	5,841,604	438,597	42,070,351	34,175,323	7,895,028	80,399,019
Change in Net Assets	382,337	1,410,981	(1,028,644)	(8,998,581)	(5,987,708)	(3,010,873)	6,392,684
Net Assets, Beginning of Period	8,687,302			18,068,220			
Net Assets, End of Period	\$ 9,069,639			\$ 9,069,639			

Pacific Coast Academy
Statement of Financial Position
December 31, 2024

	Current Balance	Beginning Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 20,013,946	\$ 24,250,981	\$ (4,237,035)	(17) %
Accounts Receivable	0	585,554	(585,554)	(100) %
Public Funding Receivables	28,080	2,531,438	(2,503,358)	(99) %
Prepaid Expenses	655,860	1,552,811	(896,951)	(58) %
Total Current Assets	20,697,886	28,920,784	(8,222,898)	(28) %
Long-term Assets				
Property & Equipment, Net	325,996	332,484	(6,488)	(2) %
Deposits	999	999	0	0 %
Total Long-term Assets	326,995	333,483	(6,488)	(2) %
Total Assets	\$ 21,024,881	\$ 29,254,267	\$ (8,229,386)	(28) %
Liabilities				
Current Liabilities				
Accounts Payable	\$ 790,194	\$ 1,287,726	\$ (497,533)	(39) %
Accrued Liabilities	3,450,271	2,100,521	1,349,751	64 %
Deferred Revenue	7,714,777	7,797,800	(83,023)	(1) %
Total Current Liabilities	11,955,242	11,186,047	769,195	7 %
Total Liabilities	11,955,242	11,186,047	769,195	7 %
Net Asset	9,069,639	18,068,220	(8,998,581)	(50) %
Liabilities & Net Assets	\$ 21,024,881	\$ 29,254,267	\$ (8,229,386)	(28) %

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

	Month Ending 12/31/2024	Year To Date 12/31/2024
Cash Flows from Operating Activities		
Change in Net Assets	\$ 382,337	\$ (8,998,581)
Adjustments		
Depreciation	2,679	15,614
(Increase) Decrease in Operating Assets		
Public Funding Receivables	4,790	2,503,358
Grants, Contributions & Pledges Receivable	0	585,554
Prepaid Expenses	(14,639)	896,951
Increase (Decrease) in Operating Liabilities		
Accounts Payable	(530,840)	(497,533)
Accrued Expenses	137,218	1,349,751
Deferred Revenue	1,810	(83,023)
Total Cash Flows from Operating Activities	(16,645)	(4,227,909)
Cash Flows from Investing Activities		
Purchases of Property & Equipment	0	(9,126)
Total Cash Flows from Investing Activities	0	(9,126)
Change in Cash and Cash Equivalents	(16,645)	(4,237,035)
Cash & Cash Equivalents, Beginning of Period	20,030,591	24,250,981
Cash & Cash Equivalents, End of Period	\$ 20,013,946	\$ 20,013,946

Coversheet

2025-2026 School Calendars

Section: IV. Other Business
Item: B. 2025-2026 School Calendars

Purpose:
Submitted by:

Related Material:

PCA 2025-26 Classified 228 Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 Counselor Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 Ed Specialist-Student Sup-Classified 191 Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 HQT Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 HS Program Coordinator Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 HST Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 RC Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 Admin Calendar_Proposed 1.15.2025.pdf
PCA 2025-26 Certificated Support & Program Sp Calendar_Proposed 1.15.2025.pdf

2025–2026 Classified 228 Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 – 5/29	

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

Staff Work Days	
228 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 – Dec 1	Thanksgiving Break
Dec 22 – Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 – 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 – 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 – 9/12 (21)
LP 2	9/15 – 10/17 (25)
LP 3	10/20 – 11/21 (24)
LP 4	12/2 – 1/9 (19)
LP 5	1/12 – 2/12 (22)
LP 6	2/23 – 3/27 (25)
LP 7	3/30 – 5/1 (20)
LP 8	5/4 – 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025-2026 Counselor Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
199 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025–2026 Ed Specialist & Student Support & Classified 191 Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
191 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025–2026 HQT Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 – 5/29	

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

Staff Work Days	
191 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 – Dec 1	Thanksgiving Break
Dec 22 – Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 – 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 – 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 – 9/12 (21)
LP 2	9/15 – 10/17 (25)
LP 3	10/20 – 11/21 (24)
LP 4	12/2 – 1/9 (19)
LP 5	1/12 – 2/12 (22)
LP 6	2/23 – 3/27 (25)
LP 7	3/30 – 5/1 (20)
LP 8	5/4 – 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025–2026 High School Program Coordinator Calendar

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
206 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

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

2025–2026 HST PT, FT, MS/HS Calendar



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

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

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

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

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

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

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

School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
196 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025–2026 Regional Coordinator Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
206 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025-2026 Admin Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
228 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

2025–2026 Certificated Support & Program Specialist Calendar

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

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

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

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

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

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

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



School Year Dates	
Aug 14	First Day of School
Jan 9	Last Day of 1st Semester
Jan 12	First Day of 2nd Semester
May 29	Last Day of School
School Calendar: 8/14 - 5/29	

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

Staff Work Days	
201 Days	Total Staff Work Days

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veterans Day
Nov 24 - Dec 1	Thanksgiving Break
Dec 22 - Jan 2	Winter Break
Jan 19	Martin Luther King Day
Feb 13 - 20	School Recess
Feb 16	Washington/Presidents Day
Feb 20	Lincoln Day (obs)
Apr 6 - 10	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	8/14 - 9/12 (21)
LP 2	9/15 - 10/17 (25)
LP 3	10/20 - 11/21 (24)
LP 4	12/2 - 1/9 (19)
LP 5	1/12 - 2/12 (22)
LP 6	2/23 - 3/27 (25)
LP 7	3/30 - 5/1 (20)
LP 8	5/4 - 5/29 (19)

<div></div>	School Closed
<div></div>	Staff In-Service, No School
<div></div>	First & Last Day of School/Semester

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

Coversheet

Resolution Regarding Employee Retention Stipend

Section: IV. Other Business
Item: C. Resolution Regarding Employee Retention Stipend
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2025-01 EMPLOYEE RETENTION STIPENDS_proposed 1.17.25.pdf



Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors 2025-01

RESOLUTION REGARDING EMPLOYEE RETENTION STIPENDS

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

WHEREAS, California is experiencing a severe teacher shortage, which has been exacerbated by the COVID-19 pandemic;

WHEREAS, all Charter Schools employees have endured tremendous hardships during the months following the pandemic due to the additional stresses and demands resulting from the COVID-19 pandemic, creating, at times, low employee morale making employee retention a focus of the Charter School;

WHEREAS, Charter School has experienced a higher than typical employee resignation rate during and following the existence of the COVID-19 pandemic;

WHEREAS, Charter School understands and believes that high staff morale is in the best interest of educating its students, since it leads to increased staff retention, creating a positive learning environment for children served by the Charter School;

WHEREAS, it has been an accepted practice to expend public funds to maintain operations and continuity of services and to continue to employ existing staff in the aftermath of the COVID-19 pandemic;

WHEREAS, Charter School believes that an employee retention stipend of \$5,000.00 for each classified hourly staff member and 10% of the base salary (minimum of \$7,500) for each certificated and/or salaried staff member, to be paid at the conclusion of the 2024-25 school year for each employee serves the public purposes of the Charter School in that employees who are financially incentivized to stay employed with the Charter School further the mission and vision of the Charter School in educating children;

WHEREAS, Charter School wishes to provide an employee retention stipend of \$5,000.00 for each classified hourly staff member and 10% of the base salary (minimum of \$7,500) for each certificated and/or salaried staff member that were hired as of December 31, 2024, and wishes to provide an employee retention stipend of \$2,500.00 to those hourly classified staff members and 5% of the base salary (minimum \$3,750) for certificated and/or salaried staff members that were hired between January 1, 2025 and March 31, 2025. Staff members hired after March 31, 2025 are not eligible for the employee retention stipend.

WHEREAS, to be eligible for the employee retention stipend, staff members must commit to return to work at the Charter School for the 2025-26 school year by signing an employment contract and must work for the entire first semester of the 2025-26 school year. In addition, to be eligible for the employee retention stipend, staff members must have actively worked for the Charter School during some portion of the 2024-25 school year.

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

Authorizes the Executive Director to pay each employee of the Charter School an employee retention stipend of \$5,000.00 to each hourly classified staff member and 10% of the base salary (minimum of \$7,500) for each certificated and/or salaried staff member at the conclusion of the 2024-25 school year for the purpose of retaining staff to further the public purpose of providing a high-quality education to the students of the Charter School.

To be eligible for an employee retention stipend, the employee must commit to return to work at the Charter School for the 2025-26 school year by signing an employment contract and must work for the entire first semester of the 2025-26 school year. In addition, to be eligible for the employee retention stipend, staff members must have actively worked for the Charter School during some portion of the 2024-25 school year.

The Executive Director shall pay an employee retention stipend of \$5,000.00 each hourly classified staff member and 10% of the base salary (minimum of \$7,500) for each certificated and/or salaried staff member that were hired as of December 31, 2024, and wishes to provide an employee retention stipend of \$2,500.00 to those hourly classified staff members and 5% of the base salary (minimum \$3,750) for certificated and/or salaried staff members that were hired between January 1, 2025 and March 31, 2025. Employees hired after March 31, 2024, are not eligible for the employee retention stipend.

The Executive Director, or designee, is authorized to seek repayment of the employee retention stipend from any employee that fails to remain employed by the Charter School for the entire first semester of the 2025-26 school year.

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on January 23, 2025, 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

Employee Expense Policy

Section:	IV. Other Business
Item:	D. Employee Expense Policy
Purpose:	Vote
Submitted by:	
Related Material:	PCA Employee Expense Policy_Rev 12.13.2024_RED 1.16.2025.pdf



Pacific Coast Academy

Employee Expense Policy

TABLE OF CONTENTS

EMPLOYEE EXPENSE POLICY	3
Travel	3
Mileage	3
Hotels, Meals, and Gratuity	4
Hotels	4
Meals	4
Gratuity	5
Monthly Stipend for Personal Cell Phones, Internet and Utilities Expenses	5
Other Expenses	6
Office Supplies	6
Reporting	7

EMPLOYEE EXPENSE POLICY

The School's policy is to reimburse its employees for all reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

TRAVEL

MILEAGE

While COVID-19 related restrictions and the virtual instruction platforms in place, most employees are not expected or required to travel in order to discharge any duties on behalf of the School. Accordingly, such employees are not eligible for travel reimbursements at this time (including, but not limited to, in-person attendance at conferences, mileage, etc.).

Regional Coordinators, Homeschool Teachers, Senior Directors, or supervising homeschool teachers are expected to use their personal vehicles during the course and scope of their employment. As such, the School provides a mileage stipend designated in the stipend chart in the Compensation Policy to cover costs related to the use of personal vehicles. These stipends are intended to reimburse those employees for all vehicle-related expenses, including gasoline, wear and tear, and personal auto insurance for all travel required in direct consequence of the discharge of their job duties. The School does not pay for local travel to and from the office (regular commute) and will not be responsible for traffic or parking violations.

If Regional Coordinators, Homeschool Teachers, Senior Directors, or supervising Homeschool Teachers believe the stipend amount is insufficient, the employee must provide the School with a copy of valid documentation that the employee has incurred an expense higher than the normal stipend. Employees are responsible for maintaining an accounting of their mileage. Employees who believe they will exceed the standard stipend should submit for pre-approval from the Senior Director or Executive Director. The School may periodically request follow-up documentation to verify that the employee is incurring the expense.

The School will pay the per semester stipend in a prorated manner once per month over the length of the semester. If an employee's employment terminates before the end of any month, the stipend will be prorated to reflect the employee's dates of employment.

If the School requires any other employee to drive their personal vehicles in the course and scope of their employment, the employee will be reimbursed for the reasonable and necessary expense of using their personal vehicle on behalf of the School. Such employees will receive a reimbursement payment from the School for mileage expenses incurred after submitting an expense reimbursement form as set forth below. For those employees that are assigned to a worksite, the employee will receive a reimbursement payment for mileage expenses incurred beyond the employee's normal commute to their assigned worksite.

Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven on behalf of the School. Employees are required

to accurately submit a report of miles driven on behalf of the School within 30 days of incurring the mileage.

If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to their Direct Supervisor for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional mileage reimbursement.

HOTELS, MEALS, AND GRATUITY

The Executive Director or designee must pre-approve all out-of-town travel which requires overnight stays.

Employees who are required to travel overnight for approved business purposes, such as attending a conference or meeting, will be eligible to receive a per diem allowance for food and incidental expenses. The option will be in place of reimbursements. An employee can choose reimbursement or allowance but not both. The per diem will be paid through their regular paycheck and is intended to cover these costs during the trip. To qualify for the per diem, employees must provide evidence of approved travel, including documentation of the conference, meeting, or event they are attending, and receive prior approval from management for the trip. Reimbursement of the per diem is contingent upon adherence to company policies and prior approval processes and will follow the federal per-diem rates outlined on GSA.Gov.

Hotels

Employees will be reimbursed for overnight stays at hotels/motels when the event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Executive Director or designee.

- Staff may stay at the rate of up to two-times the federal per diem rate with the Executive Director or the Deputy Director's pre-approval.
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or their Deputy's advance approval and accompanied with the use of Advance Approval for Lodging form.
- The Executive Director needs approval from the Board President and CFO or Board Secretary for anything above double the federal per diem rate. (using the Advance Approval for Lodging form)
- If any employee exceeds the lodging allowance without prior approval, PCA will only reimburse up to double the federal per diem rate.

Meals

Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related

event. Meals will be reimbursed up to the established federal per diem rate. This includes taxes, service charges, and customary tips (see gratuity guidelines below.) Meals in excess of the established federal per diem rate must have the Executive Director or their Deputy's advance approval in writing. Meal reimbursements must require receipts for documentation purposes. If any employee exceeds the meal reimbursement allowance without prior approval, the School will only reimburse up to the federal per diem rate.

- Employees cannot be reimbursed for alcoholic beverages.
- Employees will not be reimbursed for any hotel expenses of a personal nature (i.e., in-room movies or mini bar expenses).

Gratuity

Employees are allowed to tip up to 18%, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee. If the location or venue adds a tip to the bill for large parties that the School is not able to remove or edit, the School will pay that amount.

In order to be eligible for reimbursement employees must follow the procedures noted below:

- Fill out, print, and sign the official School reimbursement or expense form within 30 days of the expense.
- Attach backup documentation (i.e. receipts, maps for mileage, agenda of meeting or conference) to the form and make a copy of both the form and documentation for your personal records.
- Submit the signed form with all documentation (i.e. receipts, maps to support mileage, agenda of meeting or conference) to the employee's Direct Supervisor for review and approval then submit to the Accounting Department.
- Employees will be reimbursed within fifteen (15) business days of the approval of the reimbursement or expense request.

MONTHLY STIPEND FOR PERSONAL CELL PHONES, INTERNET AND UTILITIES EXPENSES

Employees who are required to use their personal cell phones, internet and utilities to perform work on behalf of the School will be provided a monthly stipend as specified in the Compensation Policy to fully reimburse employees for such use, which includes personal cell phones, internet/personal internet access (Wi-Fi), for utilities expenses and an additional amount for taxes associated therewith. The School has established this monthly stipend based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expenses incurred in using their personal cell phones, internet/Wi-Fi and utilities to perform work on behalf of the School. If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone, internet/Wi-Fi or utilities expenses on behalf of the School, the employee must immediately report this

expense issue to their Direct Supervisor for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional reimbursement in excess of the monthly stipend. Employees that are eligible for this monthly stipend are required to submit a Request for Monthly Stipend form affirming that the employee uses their personal cell phone, internet/Wi-Fi and utilities to perform work on behalf of the School and that the employee will immediately notify the School if the employee no longer incurs an expense related to the personal use of their cell phone, internet/Wi-Fi and/or utilities in the discharge of their duties. The School reserves the right to request supporting documentation from employees at any time to support the employees request for the monthly stipend. Failure to provide such documentation as requested may delay or cease further payments of the monthly stipend to the employee.

****Please note that the School may establish varying stipend amounts for personal cell phones, internet expenses and utilities based on multiple factors such as workload, part-time or full-time status of the employee and other relevant factors.**

OTHER EXPENSES

With the exception of those certain employees who are required to use their personal vehicles, cell phones, internet access and utilities during the course and scope of their employment for the School, it is the School's policy to provide its employees with all necessary equipment to perform their duties on behalf of the School including laptops. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify their Direct Supervisor.

Office Supplies

The purchase of printer ink, paper, miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders) and/or stamps/ mailing charges for School related correspondence must be pre-approved by the employee's supervisor before an employee purchases office supplies. Employees must submit receipts for all purchases directly to the Accounting Department at the end of each quarter.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their duties for the School.

If, however, an employee believes that he or she has been required to incur any unexpected necessary and reasonable expense in order to perform his or her duties on behalf of the School, the employee should immediately report that expense to their Direct Supervisor. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

REPORTING

If any employee believes that he or she has not been fully reimbursed for all reasonable and necessary expenses he or she has been required to incur while working for the School, the employee should immediately inform their Direct Supervisor. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable, and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business-related expenses for the purpose of requesting reimbursement.

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

Coversheet

Approve Minutes

Section:	V. Consent Agenda
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on December 12, 2024



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday December 12, 2024 at 6:00 PM

Location

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

Directors Present

Benjamin Fung, Eric Banatao, Jessica Ackermann, Kim Gill

Directors Absent

Rose Arevalo

Guests Present

Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Dec 12, 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

II. Finance

A. 2024-2025 First Interim Report

Kim Gill made a motion to Approve the 2024-2025 First Interim Report.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Resolution to Change Recipient Bank Account for SDCOE Treasury Transfers

Jessica Ackermann made a motion to Approve the Resolution to Change Recipient Bank Account for SDCOE Treasury Transfers.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. 2023-2024 Audit Report

Eric Banatao made a motion to Approve the 2023-24 Audit Report.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Other Business

A. Executive Director Report

B. Resolution to Delegate Authority to Certify Examinations Used in Granting the State Seal of Biliteracy

Eric Banatao made a motion to Approve the Resolution to Delegate Authority to Certify Examinations Used in Granting the State Seal of Biliteracy.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Resolution for Student Awards

Eric Banatao made a motion to Approve the Resolution for Student Awards.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Reporting of Data from High School Math Placement Policy

E. Commercial Sublease Agreement

Eric Banatao made a motion to Approve the Commercial Sublease Agreement.

Kim Gill seconded the motion.

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

F. Resolution for Exact Path and Test Preparation Incentive

Jessica Ackermann made a motion to Approve the Resolution for Exact Path and Test Preparation Incentive.

Kim Gill seconded the motion.

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

G. 2025-26 School Calendar

Kim Gill made a motion to Approve the 2025-2026 School Calendar.

Eric Banatao seconded the motion.

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

IV. Consent Agenda

A. Approve Minutes

Jessica Ackermann made a motion to approve the minutes from Regular Scheduled Board Meeting on 09-10-24.

Kim Gill seconded the motion.

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

B. Admissions/Public Random Drawing-Lottery Policy

C. EL Master Plan

D. Employee Expense Policy

E. Fiscal Policy and Procedures

F. 2024-2025 Employee Handbook

G. 2024-2025 Parent Student Handbook

H. 2024-25 Compensation Policy

I. Invoices over \$100,000

J. Approve Consent Agenda

Jessica Ackermann made a motion to Approve the Consent Agenda.

Kim Gill seconded the motion.

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

V. Closing Items

A. Announcement of Next Scheduled Meeting- January 23 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 6:40 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. When a member of the public utilizes a translator to address the board, those individuals are granted twice the allotted time. 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

Comprehensive School Safety Plan

Section: V. Consent Agenda
Item: B. Comprehensive School Safety Plan
Purpose:
Submitted by:
Related Material:
PCA 2023-24 Comprehensive Safety Plan_CONFIDENTIAL_Rev 01.26.2024_RED 1.15.25.pdf



Pacific Coast Academy

Comprehensive Safety Plan

~~2023-2024~~ 2024-25

Tactical information is excluded from the public inspection document.
This document is not available for inspection on the internet.

TABLE OF CONTENTS

INTRODUCTION	4
A. CHILD ABUSE REPORTING PROCEDURES	5
REPORTING PROCEDURES	6
B. DISASTER PROCEDURES	7
RESPONSIBILITIES	7
EMERGENCY TELEPHONE NUMBERS	8
SPECIFIC PROCEDURES	8
EVACUATION PROCEDURES.....	8
SHELTER IN PLACE/LOCKDOWN/REVERSE EVACUATION PROCEDURES	10
PROCEDURES FOR CONDUCTING A “SIZE-UP”	11
BOMB THREAT	12
BOMB THREAT CHECKLIST – PACIFIC COAST ACADEMY.....	14
FIRE/EXPLOSION/AIRCRAFT CRASH OR SIMILAR INCIDENT	15
EARTHQUAKE.....	16
SHOOTING/STABBINGS.....	17
DEATH AND/OR SUICIDE.....	19
HOSTAGE SITUATIONS.....	20
HOSTILE VISITOR.....	22
CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL	23
MEDICAL EMERGENCY.....	24
GAS ODOR/LEAK	25
EXTENDED POWER LOSS.....	26
BIOLOGICAL/CHEMICAL WEAPONS ASSAULT.....	26
FLOOD PROCEDURES	28
LOCKDOWN/CIVIL UNREST PROCEDURES	28
SEVERE WINDSTORM PROCEDURES.....	29
SUSPICIOUS MAIL/PACKAGES.....	29
GUIDELINES FOR SPEAKING TO THE MEDIA	31
USE OF SCHOOL BUILDINGS BY PUBLIC AGENCIES.....	31
C. DISCIPLINE POLICIES PURSUANT TO EDUCATION CODE SECTION 48915(d)	31
D. PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS	32
E. DISCRIMINATION AND HARASSMENT POLICY	32

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

F. SCHOOL DRESS CODE	32
G. PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND SCHOOL EMPLOYEES TO AND FROM SCHOOL	32
I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE PURSUANT TO EDUCATION CODE SECTION 47605.33	
J. PROCEDURES FOR CONDUCTING TACTICAL RESPONSES TO CRIMINAL INCIDENTS (INCLUDING PROCEDURES RELATED TO INDIVIDUALS WITH GUNS ON SCHOOL CAMPUSES AND SCHOOL-RELATED FUNCTIONS).	33
K. PROCEDURES TO ASSESS AND RESPOND TO REPORTS OF ANY DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY THAT IS BEING CONDUCTED OR THREATENED TO BE CONDUCTED AT THE SCHOOL, AT AN ACTIVITY SPONSORED BY THE SCHOOL, OR ON A SCHOOL BUS SERVING THE SCHOOL.....	33
L. A PROTOCOL IN THE EVENT A PUPIL IS SUFFERING OR IS REASONABLY BELIEVED TO BE SUFFERING FROM AN OPIOID OVERDOSE.	33
PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE	33
ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE	34
APPENDIX A - PCA SUSPENSION AND EXPULSION POLICY.....	36
APPENDIX B - PCA HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY	37
APPENDIX C – PCA WORKPLACE VIOLENCE PREVENTION PLAN.....	38

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

INTRODUCTION

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

The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (J).

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

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

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

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

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

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

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

J. Procedures for conducting tactical responses to criminal incidents

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

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

A. CHILD ABUSE REPORTING PROCEDURES

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

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

Employees of Pacific Coast Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible **by telephone** to Children's Protective Services **in the county in which the student resides** ~~by telephone~~. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency. **Mandated reporters may also self-register and submit non-urgent reports through the online mandated reporter application.**

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

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

Duty to Report

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

REPORTING PROCEDURES

A.

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

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

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

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

B.

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

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

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

C.

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

Release of Child to Peace Officer

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

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

When School Employees are Accused of Child Abuse

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

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

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

B. DISASTER PROCEDURES

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

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

RESPONSIBILITIES

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

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

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

EMERGENCY TELEPHONE NUMBERS

Poway

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

El Cajon

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

Mission Valley

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

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

SPECIFIC PROCEDURES

EVACUATION PROCEDURES

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

school building be evacuated.

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

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

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

During an evacuation, the following procedures must be followed:

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

Because Pacific Coast Academy does not offer any in-person instruction and students and staff primarily work from home, refuge shelter identification will not be determined by the School, but be based on student and staff residence. Students are accompanied by their parents/guardians when coming into the School library, School office, or for School events. In the event of an early notice evacuation warning, the School will close sites and advise staff and families to return home, if home is outside the evacuation area, or to the identified municipal evacuation center. Closures of School sites will be communicated to students' families and to staff via Parent Square email and text notification. In the event of an evacuation order by local authorities, the School staff on site will:

- announce that the School location is under evacuation orders and the location is closing
- review any sign-in sheets and conduct a visual sweep of the premises to ensure all students and families have been notified
- escort any students and their families out of the School location to travel back home or to a municipal evacuation center for the evacuation area
- if time permits, gather any staff-issued technology devices and personal items to take with them when evacuating
- ensure all staff members have left the premises
- if time permits, lock the premises
- notify off-site supervisor and/or executive team

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

- once safely out of the evacuation zone and in a secure location, provide details and documentation to supervisor and/or executive team

SHELTER IN PLACE/LOCKDOWN/REVERSE EVACUATION PROCEDURES

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

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable. Steps for addressing an intruder are referenced in the Workplace Violence Prevention Plan found in Appendix C.

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

- If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- If inside, stay inside.
- Lock door(s) to buildings and or work areas.
- If possible, quickly close all windows and then move away from the windows.
- Use caution when allowing late reporting staff to enter into the building.
- Have staff hide, if appropriate.
- Take roll using Staff Accountability Form.
- Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.
- Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

- Call emergency contacts and have the phone available if you need to report a life- threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

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

Gather Facts

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

Assess and Communicate the Damage

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

Consider Probabilities

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

Assess Your Own Situation

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

Establish Priorities

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

Make Decisions

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

Develop an INCIDENT ACTION PLAN

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

Take Action

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

Evaluate Progress

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

BOMB THREAT

Telephone Bomb Threat

- During or after the call, if possible, complete the bomb threat checklist found on page 13.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.
- Have someone else call **911** (first 9 is to obtain outside line) and notify the Executive Director. If the Executive Director is not available, notify the Deputy Executive Director.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- If the location of the bomb is not specifically designated, students and staff will be kept in a secure

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

location.

- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or his/her designee, in conjunction (when possible) with law enforcement.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-Mail Bomb Threat

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

BOMB THREAT CHECKLIST – PACIFIC COAST ACADEMY

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

Exact words of the person placing call: _____

QUESTIONS TO ASK:

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

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

Caller Description: Male Female Adult Juvenile Middle-Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

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

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

NOTIFY THE FOLLOWING PERSON(S): _____

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

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

Caller ID returned the following number: _____

Police contacted by: _____ Time: _____ Date: _____

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

FIRE/EXPLOSION/AIRCRAFT CRASH OR SIMILAR INCIDENT

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

FIRE/EXPLOSION/AIRCRAFT CRASH PROCEDURES

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

FIRE DRILL PROCEDURES

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

POSTING OF EVACUATION ROUTES

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

EARTHQUAKE

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

IF INDOORS

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

IF OUTDOORS

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

IN VEHICLE

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

GENERAL GUIDELINES (AFTER THE QUAKE)

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

SHOOTING/STABBINGS

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

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

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

SCENE OF INCIDENT

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

DEATH AND/OR SUICIDE

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

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

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

DEATH OCCURS AT SCHOOL

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

HOSTAGE SITUATIONS

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

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

IF THE OFFICE IS TAKEN HOSTAGE

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

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

WHILE WAITING FOR LAW ENFORCEMENT

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

dangerous area.

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

ONCE LAW ENFORCEMENT ARRIVES

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

THE IC SHOULD MAKE PLANS TO

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

HOSTILE VISITOR

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

UNDERSTANDING NONVERBAL MESSAGES

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

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

SEND THE RIGHT NONVERBAL MESSAGES

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

Avoid doing any of the following:

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

Consider doing the following:

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

Attempt to use phrases such as:

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

WHAT TO DO

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

Further details can be found in the [Workplace Violence Prevention Plan in Appendix C.](#)

CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

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

HOW SHOULD THE SCHOOL OFFICE PREPARE?

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a safe manner.

HOW SHOULD THE SCHOOL RESPOND?

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

MEDICAL EMERGENCY

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

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

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

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

- Call **911** and be prepared to provide:
 - Your address, and room or floor number
 - Describe illness or type of injury
 - How the illness or type of injury occurred
 - Age of ill or injured staff member or student
 - Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including location where staff or student has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's or student's family.

GAS ODOR/LEAK

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

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

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

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

GAS ODOR OR LEAK INSIDE A BUILDING

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

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

building or is recommended by the Fire Department or other law enforcement.

EXTENDED POWER LOSS

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

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

UPON RESTORATION OF HEAT AND POWER

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

BIOLOGICAL/CHEMICAL WEAPONS ASSAULT

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

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

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

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

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

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

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

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

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. Pacific Coast Academy EOC will develop an

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

FLOOD PROCEDURES

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

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

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

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

LOCKDOWN/CIVIL UNREST PROCEDURES

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

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

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

If you are inside:

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

If you are outside:

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

If the event is major, the EOC, in conjunction with the IC, will develop an Action Plan to deal with the situation as well as the following:

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

SEVERE WINDSTORM PROCEDURES

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

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

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

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

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

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

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

SUSPICIOUS MAIL/PACKAGES

All incoming mail and packages should be handled with caution.

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

Mail that:

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

What to do with suspicious mail (general response):

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

the envelope or package. Provide this list to the emergency response teams investigating the incident.

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

GUIDELINES FOR SPEAKING TO THE MEDIA

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

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

USE OF SCHOOL BUILDINGS BY PUBLIC AGENCIES

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

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

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

D. PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The Executive Director or designee shall also inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act that could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written School records or records received from a law enforcement agency.

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

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

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

E. DISCRIMINATION AND HARASSMENT POLICY

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

F. SCHOOL DRESS CODE

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

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

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

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

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

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

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

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

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

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

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

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

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

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

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

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

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

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

Pacific Coast Academy will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

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

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

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

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

APPENDIX A - PCA SUSPENSION AND EXPULSION POLICY

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

APPENDIX B - PCA HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.

APPENDIX C – PCA WORKPLACE VIOLENCE PREVENTION PLAN

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.



Pacific Coast Academy

Suspension and Expulsion Policy

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
SUSPENSION AND EXPULSION POLICY.....	3
Responsibility of the Charter School	3
Grounds for Suspension and Expulsion of Students.....	4
Enumerated Offenses	4
Discretionary Suspension Offenses	4
Non-Discretionary Suspension Offenses	7
Discretionary Expellable Offenses.....	8
Non-Discretionary Expellable Offenses.....	11
Willful Defiance	11
Suspension Procedure	12
Conference	12
Notice to Parents/Guardians.....	12
Suspension Time Limits/Recommendation for Expulsion.....	12
Authority to Expel.....	13
Expulsion Procedures	13
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses.....	14
Record of Hearing	15
Presentation of Evidence.....	15
Written Notice to Expel	16
Disciplinary Records.....	16
Expelled Students/Alternative Education.....	16
Rehabilitation Plans	16
Readmission.....	16
Involuntary Removal.....	16

SUSPENSION AND EXPULSION POLICY

Pacific Coast Academy “Charter School” is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

RESPONSIBILITY OF THE CHARTER SCHOOL

When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be posted on our website and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. Charter School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. Charter School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Charter School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places their body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's

back.

- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

GROUPS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

- Committed academic dishonesty
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or

intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code Section 48901.1).
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,

which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading personnel or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying, as defined under Education Code Section (48900(r)(2)(A)(iii).

iv. Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the student:

- Committed academic dishonesty
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing"

means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school- sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading personnel or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with that student's academic performance.
- iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:

- (c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying, as defined under Education Code Section (48900(r)(2)(A)(iii).

- iv. Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a) above.
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

WILLFUL DEFIANCE

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or noncertificated employee may refer a student to School administrators and timely in-school interventions or supports. The School administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by parents. The School administrator shall also, by the end of the fifth business day, inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against that student, the other means of correction that were attempted before the disciplinary action, and shall be given the opportunity to present that student’s version and evidence in their defense. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the date of return following suspension and the specific offense committed by the student. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or designee, the student and the student’s guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the Charter School for two or more

school days, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board President upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary

evidence on the student's behalf including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School governing board or the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public

at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a student or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Executive Director following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

INVOLUNTARY REMOVAL

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian

of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.



Pacific Coast Academy

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

TABLE OF CONTENTS

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACT TO LEARN ACT	3
Definitions	4
Discrimination	4
Harassment	4
Sexual Harassment	4
Intimidation	5
Bullying	5
Other Types of Bullying:	5
Retaliation	6
Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation	6
Investigation and Disposition of Complaints	7
General Grievance Procedures.....	7
Parental Notification	8
Sexual Harassment Poster	8
Posting.....	8

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACT TO LEARN ACT

It is the policy of Pacific Coast Academy ("School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific Coast Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, genderexpression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities. This policy also applies to all acts related to school activity or school attendance and all acts of the governing board in enacting policies and procedures of the governing board.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior

and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

DEFINITIONS

Discrimination

Discrimination is adverse treatment of any person based on the protected class or category of persons to whom they belong and such treatment limits students from participating or benefiting from school activities or services.

Harassment

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying

Bullying may take place in a variety of hostile acts that are carried out repeatedly overtime. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on their physical or mental health; 3) causes a reasonable student to experience substantial interference with their academic performance; 4) causes a reasonable student to experience interference with their ability to participate in or benefit from the services, activities or privileges provided by the School.

Other Types of Bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message,

text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.

- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation

Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

REPORTING DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING OR RETALIATION

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their Homeschool Teacher, school counselor or other school personnel
- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at (619) 215-0704
- By email at krystin.demofonte@pacificcoastacademy.org
- By mail at 13915 Danielson Street Suite #103 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take

immediate steps to intervene when it is safe to do so.

INVESTIGATION AND DISPOSITION OF COMPLAINTS

General Grievance Procedures

The following general grievance procedures ("General Grievance Procedures") are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School's Uniform Complaint Procedures ("UCP") or Title IX Grievance Procedures per School's Title IX Policy. For example, an allegation of bullying that is unrelated to any protected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting.

Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.



Pacific Coast Academy

Workplace Violence Prevention Plan

TABLE OF CONTENTS

WORKPLACE VIOLENCE PREVENTION PLAN	3
DEFINITIONS	3
RESPONSIBILITY	4
EMPLOYEE ACTIVE INVOLVEMENT	5
EMPLOYEE COMPLIANCE.....	6
COMMUNICATION WITH EMPLOYEES.....	6
COORDINATION WITH OTHER EMPLOYERS.....	7
WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE	7
EMERGENCY RESPONSE PROCEDURES	7
WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION	8
WORKPLACE VIOLENCE HAZARD CORRECTION	9
PROCEDURES FOR POST-INCIDENT RESPONSE AND INVESTIGATION	10
TRAINING AND INSTRUCTION	11
EMPLOYEE ACCESS TO THE WRITTEN WVPP	12
RECORDKEEPING	12
EMPLOYEE ACCESS TO RECORDS.....	13
REVIEW AND REVISION OF THE WVPP	13
EMPLOYER REPORTING RESPONSIBILITIES.....	14

WORKPLACE VIOLENCE PREVENTION PLAN

Pacific Coast Academy's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by [Labor Code \(LC\) section 6401.9](#).

DEFINITIONS

Emergency

Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

Engineering Controls

An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

Log

The violent incident log required by LC section 6401.9.

Plan

The workplace violence prevention plan required by LC section 6401.9.

Serious Injury or Illness

Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

Threat of Violence

Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

Workplace Violence

Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.

- The following four workplace violence types:

Type 1 Violence

Workplace violence committed by a person who has no legitimate business at the worksite and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 Violence

Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 Violence

Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 Violence

Workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work Practice Controls

Procedures and rules used to effectively reduce workplace violence hazards

RESPONSIBILITY

The WVPP administrator, the Deputy Executive Director, Shari Erlendson, has the authority and responsibility for implementing the provisions of this plan for Pacific Coast Academy. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title/Position	WVPP Responsibility	Phone #	Email
Krystin Demofonte	Executive Director	Overall responsibility for the plan; Approves the final plan and any major changes.	(619) 215-0704 ext. 4024	krystin.demofonte@pacificcoastacademy.org
Dr. Joy Harris	Director of Human Resources Development	Responsible for employee involvement and training; Organizes safety meetings, updates training materials, and handles any reports of workplace violence, and communicates with other employers about the plan.	(619) 782-6464 ext. 2282	joy.harris@cabrillopaintacademy.org
Shari Erlendson or designee	Deputy Executive Director	Responsible for emergency response, hazard identification, and coordination with other employers; Coordinates safety inspections, coordinates emergency response procedures.	(619) 215-0704 ext. 4019	shari.erlendson@pacificcoastacademy.org
Human Resources Department	HR Staff	Employee Assistance	(619) 215-0704 ext. 510	hrhelp@pacificcoastacademy.org

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work

areas and for answering employee questions about the WVPP.

EMPLOYEE ACTIVE INVOLVEMENT

Pacific Coast Academy ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan. Management will work with and allow employees and authorized employee representatives to participate in:

Identifying, evaluating, and determining corrective measures to prevent workplace violence.

- Management will organize and facilitate an annual survey of in-person staff to elicit employee feedback on the potential hazards and possible corrective measures that the school might take in order to create a safe environment for staff, families, and the community. Feedback from the survey is used to guide the development of the Workplace Violence Prevention Plan.
- Management will offer opportunities for employees and their representatives to discuss the identification of workplace violence related concerns/hazards during weekly Human Resources office hour meetings. During these meetings, employees may discuss hazards and/or concerns, and how to correct them.

Designing and implementing training.

- Employees who work in person at any of the identified school sites will participate in a required virtual annual training facilitated by Human Resources. All new employees are required to take the training within 30 days of employment. Training records are kept by Human Resources.

Reporting and investigating workplace violence incidents.

- Any staff concerned about and/or involved with an incident regarding student/parent violence should immediately notify any available supervisor for assistance.
- After any incident of verbal or physical aggression or any other form of violence involving a staff member, there is a mandatory debriefing period with a supervisor or team member. This debriefing should occur immediately after the incident, when feasible, and must take place within 24 hours.
 - The purpose of this debriefing is to address and manage any potential imminent risks and to offer support within the team regarding vicarious trauma, compassion fatigue, and burn-out, in addition to promoting healthy self-care and mental wellness.
- Debriefing is recommended in group format for all involved, however may occur on an individual basis as needed.
- Staff may also seek out individual support through the School's Employee Assistance Program for additional one-on-one counseling.

All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment. The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules

fairly and uniformly.

EMPLOYEE COMPLIANCE

Our system ensures employees comply with the rules and work practices that are designed to make the workplace more secure and do not engage in threats or physical actions that create a security hazard for others in the workplace, include at a minimum:

- Training of in-person employees, supervisors, and managers in the provisions of the Pacific Coast Academy Workplace Violence Prevention Plan (WVPP)
- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP. Annual contracts and Employee Handbooks are provided annually. Both identify that all staff are expected to adhere to school policies. All employees are required to review and sign the Handbook at the start of each school year. Training on this plan will be provided to all in-person employees. The WVPP is made available to all employees.
- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by emails, meeting shout-outs, and verbal encouragement.
- Discipline employees for failure to comply with the WVPP. Refer to Pacific Coast Academy's existing discipline process outlined in the Employee Handbook.

COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employees about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
 - Ensure that supervisors and employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action. Employees can anonymously report a violent incident, threat, or other violence concerns.
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner, and they will be informed of the results of the investigation and any corrective actions to be taken.

- Methods of Communication
 - Updates and school-wide decisions to investigations are provided to employees through email.
 - Updates with other employees in the building (at or near and around the same worksite), as necessary, to discuss the plan and any updates. These meetings could involve sharing updates to the plan, discussing recent incidents, and coordinating training sessions.

COORDINATION WITH OTHER EMPLOYERS

Pacific Coast Academy will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained in workplace violence prevention.
- Workplace violence incidents involving any employee are reported, investigated, and recorded.
- At a multiemployer worksite, Pacific Coast Academy will ensure if its employees experience workplace violence incident, the School will record the information in a violent incident log and shall also provide a copy of that log to controlling employer.

WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

Pacific Coast Academy will implement the following effective procedures to ensure that:

All threats or acts of workplace violence are reported to an employee's supervisor or manager, who will inform the WVPP administrator. To report a threat or incident, the employee will:

- Call their direct supervisor or the director of the department/School. If that's not possible, employees will report incidents directly to the WVPP administrator or Human Resources at (619) 215-0704 ext. 510.
- Employees shall also report the incident by completing the Workplace Violence - Hazard Reporting Form and submit it to HRHelp@pacificcoastacademy.org.

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively. An employee who retaliates against a coworker for reporting an incident could be disciplined or subject to involuntary termination.

EMERGENCY RESPONSE PROCEDURES

Pacific Coast Academy has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:
 - Activate any accessible alarm
 - Determine if you can escape/evacuate. If not, lock doors and shelter in place
 - Call 9-1-1

- Call other departments who share space and inform them of the danger
- Do not confront the intruder. Try your best to keep quiet, stay calm, and follow instructions.
- Pacific Coast Academy will have evacuation or sheltering plans, including maps of evacuation routes, locations of emergency exits, and instructions for sheltering in place. Maps are posted at each building.

How to obtain help from staff, security personnel, or law enforcement.

- Contact information for response staff and local law enforcement is posted in common areas of each building. If there is immediate danger, call for emergency assistance by dialing 9-1-1 and then notify your supervisor. If your supervisor is not available, notify the next person in your supervisory chain such as your department director, Deputy Executive Director, or Executive Director.

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

Name	Job Title/Position	Phone #	Email
Krystin Demofonte	Executive Director	(619) 215-0704 ext. 4024	krystin.demofonte@pacificcoastacademy.org

WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by Pacific Coast Academy to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.
- Review all submitted/reported concerns of potential hazards: Workplace Violence – Hazard Inspection Form. These submittals/reports could be from the system the employer had implemented for employees and authorized employee representatives to anonymously inform management about workplace violence hazards or threats of violence without fear of reprisal/retaliation.

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted if an inspection did not occur in the previous year.

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Name/Job Title	Area/Department/Specific Location
Krystin Demofonte, Executive Director	All Sites
Shari Erlendson, Deputy Executive Director	Administrative Office (13915 Danielson St. #200, Poway, CA 92064) and All Sites

Dr. Joy Harris, Director of Human Resources	All sites
Lesley Porter, Director of Enrichment	Library (13915 Danielson St. #101, Poway, CA 92064)
John Olinger, Director of Technology	Tech Suite (13915 Danielson St. Suites 100 & 102, Poway, CA 92064)

Inspections for workplace violence hazards include assessing:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go to in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner. Pacific Coast Academy will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s), all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.

- All corrective actions taken will be documented and dated on the appropriate forms. Use the Workplace Violence - Hazard Reporting Form to report an incident.
- Corrective measures for workplace violence hazards will be specific to a given work area.
 - Make the workplace unattractive to robbers.
 - Utilize appropriate workplace security systems.
 - Post emergency telephone numbers for law enforcement, fire, and medical services
 - Control, access to, and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Provide employee training/re-training(refreshers) on the WVPP, which could include but is not limited to the following:
 - Recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
 - Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage, or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.
 - Improve how well our establishment's management and employees communicate with each other.
 - Procedures for reporting suspicious persons, activities, and packages.
 - Provide/review employee, supervisor, and management training on emergency action procedures.
- Ensure adequate employee escape routes.
- Increase awareness by employees, supervisors, and managers of the warning signs of potential workplace violence.
- Ensure that employee disciplinary and discharge procedures address the potential for workplace violence.
- Establish a policy for prohibited practices.

PROCEDURES FOR POST-INCIDENT RESPONSE AND INVESTIGATION

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examine the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensure corrective actions are taken.

- Obtain any reports completed by law enforcement.

The violent incident log will be used for every workplace violence incident and will include information, such as: [See attached]

- The date, time, and location of the incident.
- The workplace violence type or types involved in the incident.
- A detailed description of the incident.
- A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.
- A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
- A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
- The type of incident, including, but not limited to, whether it involved any of the following:
 - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
 - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
 - Threat of physical force or threat of the use of a weapon or other object.
 - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
 - Animal attack.
 - Other.
- Consequences of the incident, including, but not limited to:
 - Whether security or law enforcement was contacted and their response.
 - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
 - Information about the person completing the log, including their name, job title, and the date completed.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information that would reveal the identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

Pacific Coast Academy will provide its employees with training and instruction on the definitions found in this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in the development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures Pacific Coast Academy has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities Pacific Coast Academy has for interactive questions and answers with a person knowledgeable about the Pacific Coast plan.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

Note: Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.

EMPLOYEE ACCESS TO THE WRITTEN WVPP

Pacific Coast Academy ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by:

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.
- We will provide unobstructed access through a company server or website, which allows an employee to review, print, and email the current version of the written WVPP. Unobstructed access means that the employee, as part of their regular work duties, predictably and routinely uses electronic means to communicate with management or co-employees.

RECORDKEEPING

Pacific Coast Academy will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.

- Create and maintain training records for a minimum of one (1) year and include the following:
 - Training dates.
 - Contents or a summary of the training sessions.
 - Names and qualifications of persons conducting the training.
 - Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
 - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by [LC section 6401.9\(f\)](#), shall be made available to Cal/OSHA upon request for examination and copying.

EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

REVIEW AND REVISION OF THE WVPP

The Pacific Coast Academy WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the Employee Active Involvement section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

Review of Pacific Coast Academy's WVPP should include, but is not limited to:

- Review of incident investigations and the violent incident log.
- Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

EMPLOYER REPORTING RESPONSIBILITIES

As required by [California Code of Regulations \(CCR\), Title 8, Section 342\(a\). Reporting Work-Connected Fatalities and Serious Injuries](#), Pacific Coast Academy will immediately report to Cal/OSHA any serious injury or illness (as defined by [CCR, Title 8, Section 330\(h\)](#)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

I, Krystin Demofonte, Executive Director of Pacific Coast Academy, hereby authorize and ensure the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to promoting a culture of safety and violence prevention in our workplace and believe that these policies and procedures will help us achieve that goal.

Krystin Demofonte, Executive Director

Date

Coversheet

2024-2025 Compensation Policy

Section:	V. Consent Agenda
Item:	C. 2024-2025 Compensation Policy
Purpose:	
Submitted by:	
Related Material:	PCA 2024-25 Classified Pay Scales_Rev 05.16.2024_RED 1.17.25.pdf PCA 2024-25 Admin & Director Salary_Rev 12.13.24_RED 1.17.25.pdf PCA 2024-25 Comp Policy_No App_Rev 12.13.24_RED 1.22.25.pdf

Pacific Coast Academy
2024-25 – Classified Pay Scales

Classified Pay Scale – 191

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$19.34	\$19.73	\$20.13	\$20.65	\$21.17	\$21.82	\$22.34	\$22.86	\$24.16	\$25.42	\$26.11	\$26.87
Spec L2	\$22.60	\$23.12	\$23.77	\$24.29	\$24.81	\$25.46	\$26.11	\$26.76	\$27.40	\$28.06	\$28.79	\$29.62
Spec L3	\$37.11	\$38.25	\$39.40	\$40.58	\$41.80	\$43.05	\$44.34	\$45.67	\$47.04	\$48.45	\$49.90	\$51.40

Classified Pay Scale – 228

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$19.34	\$19.73	\$20.13	\$20.65	\$21.17	\$21.82	\$22.34	\$22.86	\$24.16	\$25.42	\$26.11	\$26.87
Spec L2	\$22.60	\$23.12	\$23.77	\$24.29	\$24.81	\$25.46	\$26.11	\$26.76	\$27.40	\$28.06	\$28.79	\$29.62
Spec L3	\$23.90	\$24.56	\$25.20	\$25.85	\$26.50	\$27.21	\$27.93	\$28.72	\$29.49	\$30.27	\$30.95	\$31.50
Spec L4/Executive Assistant	\$29.10	\$29.88	\$30.66	\$31.57	\$32.35	\$33.27	\$34.18	\$35.08	\$36.00	\$36.90	\$37.55	\$38.25

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Administrator and Director Salary Schedule - 2024-25

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director
1	\$71,800	\$114,300	\$127,000	\$175,600	\$132,500
2	\$74,000	\$116,700	\$130,200	\$187,128	\$135,800
3	\$76,300	\$119,000	\$133,500	\$196,394	\$138,100
4	\$78,400	\$121,500	\$136,900	\$200,801	\$143,000
5	\$80,700	\$124,100	\$140,200	\$205,886	\$146,300
6	\$82,900	\$126,600	\$143,500	\$210,858	\$150,200
7	\$85,500	\$129,200	\$146,800	\$216,395	\$153,500
8	\$88,300	\$132,000	\$151,300	\$220,689	\$157,300
9	\$91,100	\$134,700	\$154,500	\$225,209	\$161,200
10	\$94,000	\$137,000	\$158,500	\$230,859	\$165,600
11	\$96,700	\$139,700	\$162,300	\$237,074	\$169,000
12	\$99,400	\$143,500	\$166,700	\$243,289	\$173,800
13	\$102,200	\$146,900	\$170,500	\$249,504	\$176,600
14	\$105,500	\$150,200	\$175,000	\$254,250	\$180,000
15	\$108,200	\$153,500	\$179,400	\$259,900	\$182,200

Director Level 1	Director Level 2	Director Level 3	Off-Cycle
Director of Achievement & Accreditation Director of ChoicePlus Academy Director of Compliance Director of Counseling Director of Edgenuity Director of Professional Development Director of School Support Director of Student Engagement Director of Student Support Director of Testing Director of Vendors Assistant Director of Counseling Assistant Director of HR	Director of Accountability Director of Accounting Director of Enrichment Director of High School Director of HR Development Director of HR Operations Director of Personnel Development Director of Technology Director of Technology Systems Director of Vendors	Associate Executive Director of Student Services Associate Executive Director of Secondary Education	Deputy Executive Director \$225,000 - \$299,000

*Annualized salary includes 228 work days. The 228 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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



Pacific Coast Academy

Compensation Policy

2024-2025

TABLE OF CONTENTS

COMPENSATION POLICY.....	3
Dedication to Non-Discrimination	3
Important Information	3
Compensation Philosophy	3
Medical Opt-Out Stipend	4
CERTIFICATED COMPENSATION	4
Certificated Definition	4
Teacher Definition	4
Salary Placement Guidelines	4
Deputy Executive Director	5
Creditable Years of Experience	5
Credential/Certification	6
Signing Bonus.....	7
Supplemental Duty Stipends	7
Voluntary Transfer to Lower Role Placement or Teaching Position.....	8
Additional Supplement Bonus (“Supplement”)	8
PART-TIME TEACHERS	9
For All Part-Time Teachers.....	9
CLASSIFIED COMPENSATION	9
Experience and Placement	9
Role/Salary Placements	10
Advancements on Pay Scale	10
Lateral Transfer.....	10
Partial Assignments	10
Reassignments	11
Rehires	11
Experience – Non-Exempt Employees	11
Additional Supplement Bonus (“Supplement”)	12
APPENDICIES.....	13
A. Stipend Chart	13
B. Salary Schedules and Pay Scales	13
C. Part-Time Teacher Hourly Schedule.....	13

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.

- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
 - Exceptional teacher performance that leads to growth and excellence for students
 - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution per year prorated based on the period of service and applicable pay periods.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance with the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Deputy Executive Director

The Deputy Executive Director is the second in command and reports to the Executive Director. This person manages and handles the daily business operations of the organization, working closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. They work with special education and the SELPA to ensure compliance and achievement. This person supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the School. This position may serve more than one School.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience with a maximum placement on year 5 (five).
- Additional years may be granted for employees who have School-desired experience in what the School determines to be "hard-to-staff" positions.
 - One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
 - A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.

Examples of Hard to Staff Positions		Based on actual number of years worked, may start at the following step:
Occupational Therapist Speech Language Pathologist		11
Adapted Physical Education Teacher Education Specialist - Moderate/Severe Education Specialist - Itinerant (fully in-person)		10
Education Specialist-Mild/Moderate Job Coach Nurse	Paraeducator Program Specialist School Psychologist Special Education Services Coordinator	6

- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions

- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and **are** receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

In the event that an adjustment to pay scale placement is issued, adjustments made prior to 10/31 or within 30 days of hire may be applied retroactively that same school year if applicable. If the adjustment is issued outside of 10/31 or 30 days of hire, it will go into effect for eligible employees the following school year. Adjustments made due to School error will be applied to the next applicable pay period.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, post bachelor's credential units, or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series, post bachelor's credential units, or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective

beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units.
 - The year in which 98 or more units is achieved, and official transcripts have been received between 7/15 to 10/31 of the current school year, the teacher will finish out that year on level H and current year placement. They will then advance in years of service the preceding school years as outlined on the salary schedule.
 - If a teacher has already completed year 10 on the pay scale and turns in 98 or more units between 7/15 to 10/31 of the current school year they will be placed at H-10 regardless of how many previous years have been completed. They will then advance in years of service the preceding school years as outlined on the salary schedule.
 - If a teacher has already completed year 10 on the pay scale and turns in 98 or more units after 10/31 of the current school year but prior to 7/14 of the next school year, they may start the new school year on H-11. They will then advance in years of service the preceding school years as outlined on the salary schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply:

Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, or to address specific concerns at the School.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - Be certified in the field they are hired to teach.
 - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as High School Academic Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and

are not guaranteed responsibilities that carry over from year to year.

- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the School throughout the year in line with the Board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching Position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the teacher on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.

- The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be \$32.24 per hour. This rate may increase or decrease in direct correlation to the School's operational needs and/or budget approved by the School Board. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non- instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the schedule below. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than the number of approved hours per week specified in the schedule for the 5 floating days in July. If a part-time teacher anticipates exceeding the number of approved hours per week due to the attendance in the back to school training sessions, the teacher must obtain prior approval.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of 20-27 students is granted due to accommodations approved by the Executive Director employees will receive an hourly rate based on the Salary Schedule. These staff members will also be given health care benefits contingent upon the teacher's expected maintenance of a case load over 20 students and averaging 30 or more work hours per week. These staff members are considered part-time and will be reported as such for STRS. Once part-time teachers reach the norm minimum standard of 28 students, they will be considered full-time and rated in and placed on the Salary Schedule. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part-time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.

- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- ~~Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy. Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and are receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.~~
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial

ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
 - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees will be paid on a semi-monthly basis, all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus (“Supplement”)

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the classified staff member on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE