



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday March 13, 2025 at 6:00 PM PDT

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Public Comments			
D. Approval of Agenda	Vote	Benjamin Fung	1 m
II. Finance			6:03 PM
A. 2024-2025 Second Interim Report	Vote	Kate Eng	15 m
III. Other Business			6:18 PM
A. Executive Director Report	FYI	Krystin Demofonte	15 m

	Purpose	Presenter	Time
B. Suicide Prevention Policy	Vote	Krystin Demofonte	5 m
C. Resolution: Non-Average Daily Attendance Summer School	Vote	Krystin Demofonte	5 m

IV. Consent Agenda**6:43 PM**

The items below form our consent agenda. The items are considered by the Executive Director to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business. The last item in this section is a single vote to approve the items en masse.

- A.** Approve Minutes
- Approve
Minutes

Approve minutes for Regular Scheduled Board Meeting on January 23, 2025

- B.** 2025-2026 Master Agreement
- C.** Independent Student Policy
- D.** Non-Compliance and Withdrawal Policy
- E.** Title IX Policy
- F.** Employee Expense Policy
- G.** 2024-2025 Compensation Policy and Stipend Chart
- H.** 2025-2026 Compensation Policy and Stipend Chart
- I.** 2025-2026 Vendor Agreement
- J.** English Learner Master Plan
- K.** Field Trip Policy
- L.** Expenses
- M.** Invoices over 100,000
- N.** Approve Consent Agenda

This Is The Vote To Approve The Consent Agenda Items.

	Purpose	Presenter	Time
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V. Closed Session**6:43 PM**

A. Employee Performance Evaluation: Executive Director § 54957(b)	Discuss	Benjamin Fung	15 m
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VI. Closing Items**6:58 PM**

A. Announcement of Next Scheduled Meeting- May 22 at 6:00pm	FYI	Benjamin Fung	1 m
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B. Adjourn Meeting	Vote		
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Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

2024-2025 Second Interim Report

Section:	II. Finance
Item:	A. 2024-2025 Second Interim Report
Purpose:	Vote
Submitted by:	
Related Material:	25.01_PCA_2nd Interim Presentation.pdf



Pacific Coast Academy

2nd Interim Financial Presentation – 2024/25

Highlights

Highlights

- ADA forecast is **6,709** (-11 to prior projection)
- Revenue decreased **\$405K**
- Expenses decreased **\$830K**
- Projected surplus for year-end is **\$4.7M, +\$425K**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

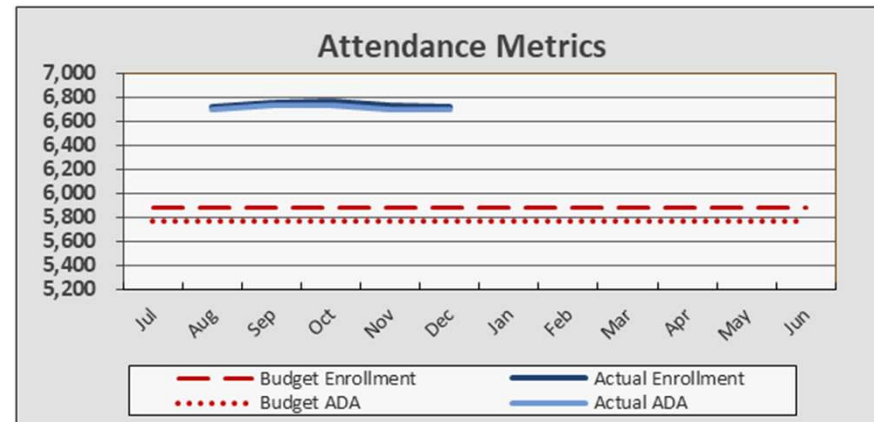
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio	
22.14	:1

Cert.	Instr.
56.6%	84.8%
16,123,054	4,655,120

Attendance

Enrollment & Per Pupil Data		
	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	6740	5880
ADA	6709	6082
Attendance Rate	99.5%	98.0%
Unduplicated %	38.8%	39.0%
Revenue per ADA	\$14,484	\$14,271
Expenses per ADA	\$13,785	\$13,220



- Projected ADA = 6,709 (+10% to original budget and +21% to prior year)

Revenue



- Revenue decreased **\$405K** to prior projection, driven by:
 - Prop 28 (Arts & Music): **-\$685K**, shifting revenue into FY26
 - PY Lottery Adj.: **+\$250K**

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 35,838,534	\$ 30,384,150
Federal Revenue	546,197	1,041,363
Other State Revenue	3,985,978	4,069,697
Other Local Revenue	390,621	-
Total Revenue	\$ 40,761,330	\$ 35,495,210

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 80,441,502	\$ 72,393,488	\$ 8,048,015
1,607,623	1,549,894	57,730
14,562,266	12,848,322	1,713,945
554,019	-	554,019
\$ 97,165,410	\$ 86,791,703	\$ 10,373,708

Expenses

- Expenses decreased **\$830K**, driven by:
 - Student Funds: **-\$645K** (lower than expected testing challenge participation)
 - Workers Compensation: **-\$180K** (based on trend)

Expenses

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 19,641,809	\$ 18,455,541	\$ (1,186,268)
Classified Salaries	3,308,459	2,657,115	(651,344)
Benefits	7,725,399	6,640,872	(1,084,527)
Books and Supplies	6,871,638	5,481,693	(1,389,945)
Subagreement Services	8,903,495	4,137,833	(4,765,662)
Operations	876,163	616,437	(259,726)
Facilities	289,775	315,172	25,397
Professional Services	2,236,391	1,998,464	(237,927)
Total Expenses	\$ 49,871,422	\$ 40,320,323	\$ (9,551,098)

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 37,974,800	\$ 31,539,229	\$ (6,435,571)
5,467,634	4,502,043	(965,591)
16,384,728	14,499,707	(1,885,022)
13,321,351	13,782,807	461,456
12,336,586	10,179,605	(2,156,982)
1,330,118	1,056,750	(273,368)
628,791	540,294	(88,497)
5,000,546	4,269,107	(731,439)
\$ 92,476,407	\$ 80,399,019	\$ (12,077,388)

Fund Balance

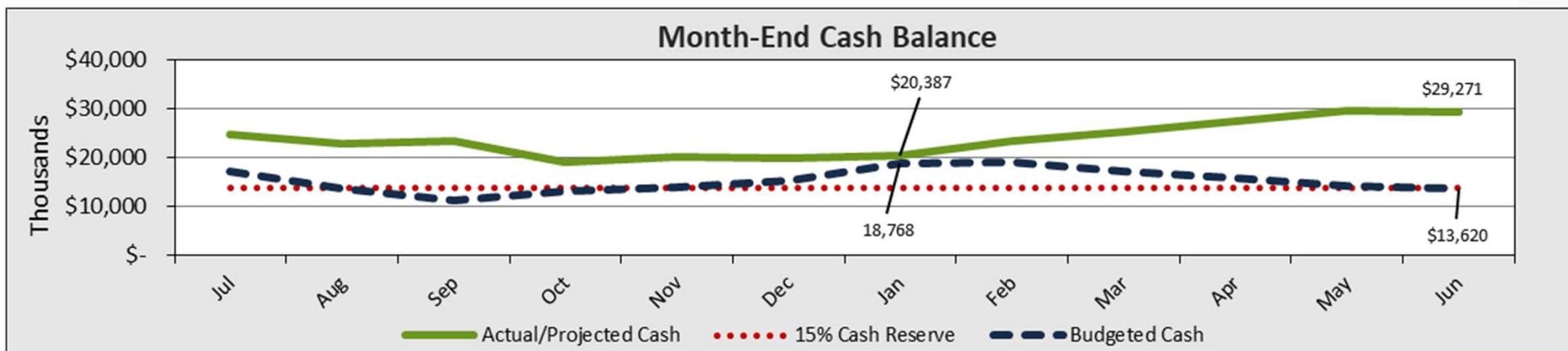
- Projected year-end surplus increased by **\$425K**
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (9,110,092)	\$ (4,825,113)	\$ (4,284,979)
Beginning Fund Balance	<u>18,068,220</u>	<u>18,068,220</u>	
Ending Fund Balance	<u>\$ 8,958,128</u>	<u>\$ 13,243,107</u>	
<i>As a % of Annual Expenses</i>	<i>9.7%</i>	<i>16.5%</i>	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 4,689,003	\$ 6,392,684	\$ (1,703,681)
Beginning Fund Balance	<u>18,068,220</u>	<u>18,068,220</u>	
Ending Fund Balance	<u>\$ 22,757,223</u>	<u>\$ 24,460,904</u>	
<i>As a % of Annual Expenses</i>	<i>24.6%</i>	<i>30.4%</i>	

Cash Balance

- 1/31 cash balance: **\$20.4M**
- Cash remains strong with no projected factoring needed



Appendices

- 2nd Interim Alt Forms
- Monthly Cash Flow / Forecast 24-25
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows


CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: _____
 Charter #: 1892
 Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- ____ POSITIVE CERTIFICATION
 As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ____ QUALIFIED CERTIFICATION
 As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ____ NEGATIVE CERTIFICATION
 As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
 (x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 08/03/2025
Krystin Demofonte (Mar 8, 2025 07:21 PST)
 Charter School Official
 (Original signature required)

Print Name: Krystin Demofonte Title: Executive Director

To the County Superintendent of Schools:
 (x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

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

Print _____ Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:

 Name

 Title

 Phone

 E-mail

For Charter School:

Kate Eng
 Name

Charter Impact
 Title

888-474-0322
 Phone

keng@charterimpact.com
 E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

 Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Pacific Coast Academy
 (continued)
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Revenue Sources											
State Aid - Current Year		8011	73,923,177.78		73,923,177.78	35,278,504.00		35,278,504.00	77,377,177.66		77,377,177.66
Education Protection Account State Aid - Current Year		8012	1,290,856.00		1,290,856.00	560,030.00		560,030.00	1,341,730.80		1,341,730.80
State Aid - Prior Years		8019	-		-			-	40,265.00		40,265.00
Transfer to Charter Schools In Lieu of Property Taxes		8096	1,618,539.53		1,618,539.53			-	1,682,328.89		1,682,328.89
Other LCFF Transfers		8091, 8097						-			-
Total, LCFF Sources			76,832,573.31	-	76,832,573.31	35,838,534.00	-	35,838,534.00	80,441,502.35	-	80,441,502.35
2. Federal Revenues											
Every Student Succeeds Act (Title I-V)		8290		712,942.00	712,942.00		546,197.00	546,197.00		821,943.00	821,943.00
Special Education - Federal		8181, 8182		903,599.20	903,599.20			-		785,680.00	785,680.00
Child Nutrition - Federal		8220			-			-			-
Donated Food Commodities		8221			-			-			-
Other Federal Revenues		8110, 8260-8299			-			-			-
Total, Federal Revenues			-	1,616,541.20	1,616,541.20	-	546,197.00	546,197.00	-	1,607,623.00	1,607,623.00
3. Other State Revenues											
Special Education - State		StateRevSE		5,788,779.19	5,788,779.19		2,666,730.00	2,666,730.00		6,016,924.69	6,016,924.69
All Other State Revenues		StateRevAO	4,966,446.07	3,866,779.87	8,833,225.94	614,029.00	705,219.00	1,319,248.00	5,161,186.03	3,384,155.60	8,545,341.63
Total, Other State Revenues			4,966,446.07	9,655,559.06	14,622,005.13	614,029.00	3,371,949.00	3,985,978.00	5,161,186.03	9,401,080.28	14,562,266.32
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	488,077.18		488,077.18	390,621.00		390,621.00	554,018.73		554,018.73
Total, Local Revenues			488,077.18	-	488,077.18	390,621.00	-	390,621.00	554,018.73	-	554,018.73
5. TOTAL REVENUES			82,287,096.56	11,272,100.26	93,559,196.82	36,843,184.00	3,918,146.00	40,761,330.00	86,156,707.11	11,008,703.28	97,165,410.40
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	23,310,575.02	5,909,294.85	29,219,869.87	11,798,577.00	3,199,436.00	14,998,013.00	24,499,416.92	5,659,253.71	30,158,670.63
Certificated Pupil Support Salaries		1200	1,740,884.15	2,166,283.99	3,907,168.14	988,540.00	1,102,570.00	2,091,110.00	1,514,823.04	2,256,903.04	3,771,726.08
Certificated Supervisors' and Administrators' Salaries		1300	2,340,193.76	356,100.00	2,696,293.76	1,403,818.00	215,124.00	1,618,942.00	2,369,693.19	356,100.00	2,725,793.19
Other Certificated Salaries		1900	276,878.26	834,742.86	1,111,621.12	193,009.00	740,735.00	933,744.00	430,099.01	888,510.86	1,318,609.87
Total, Certificated Salaries			27,668,531.19	9,266,421.70	36,934,952.89	14,383,944.00	5,257,865.00	19,641,809.00	28,814,032.17	9,160,767.60	37,974,799.77
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	19,619.71	264,139.00	283,758.71	33,428.00	150,385.00	183,813.00	32,876.43	264,139.00	297,015.43
Non-certificated Support Salaries		2200	1,451,575.43	220,018.64	1,671,594.07	935,823.00	182,988.00	1,118,811.00	1,630,502.45	220,018.64	1,850,521.09
Non-certificated Supervisors' and Administrators' Sal.		2300	589,294.00	-	589,294.00	360,711.00	-	360,711.00	600,211.00	-	600,211.00
Clerical and Office Salaries		2400	1,960,996.53	59,737.60	2,020,734.13	1,408,087.00	-	1,408,087.00	2,290,701.15	59,737.60	2,350,438.75
Other Non-certificated Salaries		2900	304,017.23	41,284.32	345,301.55	201,812.00	35,225.00	237,037.00	328,163.29	41,284.32	369,447.61
Total, Non-certificated Salaries			4,325,502.90	585,179.56	4,910,682.46	2,939,861.00	368,598.00	3,308,459.00	4,882,454.32	585,179.56	5,467,633.88
3. Employee Benefits											
STRS		3101-3102	8,084,886.60	1,807,056.22	9,891,942.82	2,424,359.00	973,597.00	3,397,956.00	6,911,333.57	2,920,898.72	9,832,232.29
PERS		3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	676,921.24	178,541.37	855,462.61	420,713.00	105,577.00	526,290.00	669,085.85	237,343.96	906,429.81
Health and Welfare Benefits		3401-3402	3,231,662.40	978,177.27	4,209,839.67	2,930,289.00	(173,058.00)	2,757,231.00	2,979,539.82	1,418,524.51	4,398,064.33
Unemployment Insurance		3501-3502	116,907.62	51,684.38	168,592.00	63,119.00	23,639.00	86,758.00	107,121.85	70,041.15	177,163.00
Workers' Compensation Insurance		3601-3602	465,915.31	147,610.30	613,525.61	282,720.00	-	282,720.00	209,326.60	187,068.40	396,395.00
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	666,645.59	7,798.41	674,444.00	674,444.00	-	674,444.00	603,669.13	70,774.87	674,444.00
Total, Employee Benefits			13,242,938.77	3,170,867.94	16,413,806.71	6,795,644.00	929,755.00	7,725,399.00	11,480,076.82	4,904,651.61	16,384,728.43
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	236,020.00	-	236,020.00	127,951.00	4,955.00	132,906.00	200,693.50	-	200,693.50
Books and Other Reference Materials		4200	93,093.00	-	93,093.00	85,480.00	11,089.00	96,569.00	96,569.00	-	96,569.00
Materials and Supplies		4300	10,622,379.40	2,474,359.87	13,096,739.27	5,843,767.00	455,085.00	6,298,852.00	10,934,754.01	612,280.34	11,547,034.35
Noncapitalized Equipment		4400	2,127,796.50	-	2,127,796.50	337,718.00	5,593.00	343,311.00	1,477,054.19	-	1,477,054.19
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			13,079,288.90	2,474,359.87	15,553,648.77	6,394,916.00	476,722.00	6,871,638.00	12,709,070.70	612,280.34	13,321,351.04
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	7,616,863.70	2,713,812.00	10,330,675.70	7,663,225.00	1,240,270.00	8,903,495.00	9,921,534.85	2,415,051.50	12,336,586.35
Travel and Conferences		5200	122,067.00	-	122,067.00	11,847.00	146,194.00	158,041.00	206,448.50	-	206,448.50
Dues and Memberships		5300	34,522.00	-	34,522.00	10,413.00	4,153.00	14,566.00	32,671.00	-	32,671.00
Insurance		5400	855,200.73	-	855,200.73	543,680.00	-	543,680.00	851,647.33	-	851,647.33
Operations and Housekeeping Services		5500	38,218.00	-	38,218.00	24,067.00	-	24,067.00	39,239.50	-	39,239.50
Rentals, Leases, Repairs, and Noncap. Improvements		5600	604,433.00	-	604,433.00	287,375.00	2,400.00	289,775.00	628,791.00	-	628,791.00
Transfers of Direct Costs		5700-5799	7,252,213.65	(7,252,213.65)	-	4,814,375.00	(4,814,375.00)	-	6,961,796.95	(6,961,796.95)	-
Professional/Consulting Services and Operating Expend.		5800	4,561,055.57	313,672.83	4,874,728.40	1,987,211.00	249,180.00	2,236,391.00	4,707,976.06	292,569.62	5,000,545.68
Communications		5900	125,806.00	-	125,806.00	136,686.00	(877.00)	135,809.00	200,111.50	-	200,111.50
Total, Services and Other Operating Expenditures			21,210,379.65	(4,224,728.82)	16,985,650.83	15,478,879.00	(3,173,055.00)	12,305,824.00	23,550,216.69	(4,254,175.83)	19,296,040.86

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Pacific Coast Academy
(continued)
CDS #: 37 68049 0136416
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1892
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	31,135.00		31,135.00	18,295.40		18,295.40	31,852.90		31,852.90
Total, Capital Outlay		31,135.00	-	31,135.00	18,295.40	-	18,295.40	31,852.90	-	31,852.90
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		79,557,776.41	11,272,100.25	90,829,876.66	46,011,539.40	3,859,885.00	49,871,424.40	81,467,703.60	11,008,703.28	92,476,406.88
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,729,320.16	0.00	2,729,320.16	(9,168,355.40)	58,261.00	(9,110,094.40)	4,689,003.52	-	4,689,003.52
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,729,320.16	0.00	2,729,320.16	(9,168,355.40)	58,261.00	(9,110,094.40)	4,689,003.52	-	4,689,003.52
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	17,903,828.96		17,903,828.96	17,903,828.96		17,903,828.96	17,903,828.96		17,903,828.96
b. Adjustments to Beginning Balance	9793, 9795	164,391.04		164,391.04	164,391.04		164,391.04	164,391.04		164,391.04
c. Adjusted Beginning Balance		18,068,220.00	-	18,068,220.00	18,068,220.00	-	18,068,220.00	18,068,220.00	-	18,068,220.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		20,797,540.16	0.00	20,797,540.16	8,899,864.60	58,261.00	8,958,125.60	22,757,223.52	-	22,757,223.52
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		58,261.00	58,261.00			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	4,541,493.83		4,541,493.83	4,623,820.34		4,623,820.34	4,623,820.34		4,623,820.34
Unassigned/Unappropriated Amount	9790	16,256,046.32	0.00	16,256,046.33	4,276,044.26	-	4,276,044.26	18,133,403.17	-	18,133,403.17

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Pacific Coast Academy
 (continued)
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: _____
 Charter #: 1892
 Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	73,923,177.78	35,278,504.00	77,377,177.66	3,453,999.88	4.67%
Education Protection Account State Aid - Current Year	8012	1,290,856.00	560,030.00	1,341,730.80	50,874.80	3.94%
State Aid - Prior Years	8019	-	-	40,265.00	40,265.00	New
Transfer of Charter Schools In Lieu of Property Taxes	8096	1,618,539.53	-	1,682,328.89	63,789.36	3.94%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		76,832,573.31	35,838,534.00	80,441,502.35	3,608,929.04	4.70%
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	712,942.00	546,197.00	821,943.00	109,001.00	15.29%
Special Education - Federal	8181, 8182	903,599.20	-	785,680.00	(117,919.20)	-13.05%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		1,616,541.20	546,197.00	1,607,623.00	(8,918.20)	-0.55%
3. Other State Revenues						
Special Education - State	StateRevSE	5,788,779.19	2,666,730.00	6,016,924.69	228,145.50	3.94%
All Other State Revenues	StateRevAO	8,833,225.94	1,319,248.00	8,545,341.63	(287,884.31)	-3.26%
Total, Other State Revenues		14,622,005.13	3,985,978.00	14,562,266.32	(59,738.81)	-0.41%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	488,077.18	390,621.00	554,018.73	65,941.55	13.51%
Total, Local Revenues		488,077.18	390,621.00	554,018.73	65,941.55	13.51%
5. TOTAL REVENUES		93,559,196.82	40,761,330.00	97,165,410.40	3,606,213.58	3.85%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	29,219,869.87	14,998,013.00	30,158,670.63	938,800.76	3.21%
Certificated Pupil Support Salaries	1200	3,907,168.14	2,091,110.00	3,771,726.08	(135,442.06)	-3.47%
Certificated Supervisors' and Administrators' Salaries	1300	2,696,293.76	1,618,942.00	2,725,793.19	29,499.43	1.09%
Other Certificated Salaries	1900	1,111,621.12	933,744.00	1,318,609.87	206,988.75	18.62%
Total, Certificated Salaries		36,934,952.89	19,641,809.00	37,974,799.77	1,039,846.88	2.82%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	283,758.71	183,813.00	297,015.43	13,256.72	4.67%
Non-certificated Support Salaries	2200	1,671,594.07	1,118,811.00	1,850,521.09	178,927.02	10.70%
Non-certificated Supervisors' and Administrators' Sal.	2300	589,294.00	360,711.00	600,211.00	10,917.00	1.85%
Clerical and Office Salaries	2400	2,020,734.13	1,408,087.00	2,350,438.75	329,704.62	16.32%
Other Non-certificated Salaries	2900	345,301.55	237,037.00	369,447.61	24,146.06	6.99%
Total, Non-certificated Salaries		4,910,682.46	3,308,459.00	5,467,633.88	556,951.42	11.34%
3. Employee Benefits						
STRS	3101-3102	9,891,942.82	3,397,956.00	9,832,232.29	(59,710.53)	-0.60%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	855,462.61	526,290.00	906,429.81	50,967.20	5.96%
Health and Welfare Benefits	3401-3402	4,209,839.67	2,757,231.00	4,398,064.33	188,224.66	4.47%
Unemployment Insurance	3501-3502	168,592.00	86,758.00	177,163.00	8,571.00	5.08%
Workers' Compensation Insurance	3601-3602	613,525.61	282,720.00	396,395.00	(217,130.61)	-35.39%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	674,444.00	674,444.00	674,444.00	-	0.00%
Total, Employee Benefits		16,413,806.71	7,725,399.00	16,384,728.43	(29,078.28)	-0.18%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Pacific Coast Academy
 (continued)
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: _____
 Charter #: 1892
 Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	236,020.00	132,906.00	200,693.50	(35,326.50)	-14.97%
Books and Other Reference Materials	4200	93,093.00	96,569.00	96,569.00	3,476.00	3.73%
Materials and Supplies	4300	13,096,739.27	6,298,852.00	11,547,034.35	(1,549,704.92)	-11.83%
Noncapitalized Equipment	4400	2,127,796.50	343,311.00	1,477,054.19	(650,742.31)	-30.58%
Food	4700	-	-	-	-	
Total, Books and Supplies		15,553,648.77	6,871,638.00	13,321,351.04	(2,232,297.73)	-14.35%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	10,330,675.70	8,903,495.00	12,336,586.35	2,005,910.65	19.42%
Travel and Conferences	5200	122,067.00	158,041.00	206,448.50	84,381.50	69.13%
Dues and Memberships	5300	34,522.00	14,566.00	32,671.00	(1,851.00)	-5.36%
Insurance	5400	855,200.73	543,680.00	851,647.33	(3,553.40)	-0.42%
Operations and Housekeeping Services	5500	38,218.00	24,067.00	39,239.50	1,021.50	2.67%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	604,433.00	289,775.00	628,791.00	24,358.00	4.03%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	4,874,728.40	2,236,391.00	5,000,545.68	125,817.28	2.58%
Communications	5900	125,806.00	135,809.00	200,111.50	74,305.50	59.06%
Total, Services and Other Operating Expenditures		16,985,650.83	12,305,824.00	19,296,040.86	2,310,390.03	13.60%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	31,135.00	18,295.40	31,852.90	717.90	2.31%
Total, Capital Outlay		31,135.00	18,295.40	31,852.90	717.90	2.31%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		90,829,876.66	49,871,424.40	92,476,406.88	1,646,530.22	1.81%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,729,320.16	(9,110,094.40)	4,689,003.52	1,959,683.36	71.80%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Pacific Coast Academy
(continued) _____
CDS #: 37 68049 0136416
Charter Approving Entity: Dehesa Elementary
County: _____
Charter #: 1892
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,729,320.16	(9,110,094.40)	4,689,003.52	1,959,683.36	71.80%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	17,903,828.96	17,903,828.96	17,903,828.96	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	164,391.04	164,391.04	164,391.04	-	0.00%
c. Adjusted Beginning Balance		18,068,220.00	18,068,220.00	18,068,220.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		20,797,540.16	8,958,125.60	22,757,223.52		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	58,261.00	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	4,541,493.83	4,623,820.34	4,623,820.34	82,326.51	1.81%
Unassigned/Unappropriated Amount	9790	16,256,046.33	4,276,044.26	18,133,403.17	1,877,356.85	11.55%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Pacific Coast Academy
(continued) _____
CDS #: 37 68049 0136416
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1892
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 24-25			Totals for 25-26	Totals for 26-27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	77,377,177.66	0.00	77,377,177.66	79,355,876.71	82,234,690.53
Education Protection Account State Aid - Current Year	8012	1,341,730.80	0.00	1,341,730.80	1,341,730.80	1,341,730.80
State Aid - Prior Years	8019	40,265.00	0.00	40,265.00	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	1,682,328.89	0.00	1,682,328.89	1,682,328.89	1,682,328.89
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		80,441,502.35	0.00	80,441,502.35	82,379,936.40	85,258,750.22
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	821,943.00	821,943.00	821,943.00	821,943.00
Special Education - Federal	8181, 8182	0.00	785,680.00	785,680.00	943,559.47	958,379.14
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	1,607,623.00	1,607,623.00	1,765,502.47	1,780,322.14
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	6,016,924.69	6,016,924.69	6,028,006.66	6,016,924.69
All Other State Revenues	StateRevAO	5,161,186.03	3,384,155.60	8,545,341.63	7,614,959.00	8,661,410.00
Total, Other State Revenues		5,161,186.03	9,401,080.28	14,562,266.32	13,642,965.66	14,678,334.69
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	554,018.73	0.00	554,018.73	475,211.73	475,211.73
Total, Local Revenues		554,018.73	0.00	554,018.73	475,211.73	475,211.73
5. TOTAL REVENUES		86,156,707.11	11,008,703.28	97,165,410.40	98,263,616.25	102,192,618.77
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	24,499,416.92	5,659,253.71	30,158,670.63	29,803,207.00	30,697,303.00
Certificated Pupil Support Salaries	1200	1,514,823.04	2,256,903.04	3,771,726.08	4,219,178.58	4,345,753.93
Certificated Supervisors' and Administrators' Salaries	1300	2,369,693.19	356,100.00	2,725,793.19	2,738,019.57	2,820,160.16
Other Certificated Salaries	1900	430,099.01	888,510.86	1,318,609.87	966,369.54	995,360.63
Total, Certificated Salaries		28,814,032.17	9,160,767.60	37,974,799.77	37,726,774.69	38,858,577.72
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	32,876.43	264,139.00	297,015.43	272,063.17	280,225.07
Non-certificated Support Salaries	2200	1,630,502.45	220,018.64	1,850,521.09	1,855,544.42	1,911,210.76
Non-certificated Supervisors' and Administrators' Sal.	2300	600,211.00	0.00	600,211.00	592,044.00	609,805.32
Clerical and Office Salaries	2400	2,290,701.15	59,737.60	2,350,438.75	2,329,493.53	2,399,378.33
Other Non-certificated Salaries	2900	328,163.29	41,284.32	369,447.61	324,862.92	334,608.80
Total, Non-certificated Salaries		4,882,454.32	585,179.56	5,467,633.88	5,374,008.04	5,535,228.28

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2024/25

Description	Object Code	FY 24-25			Totals for 25-26	Totals for 26-27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	6,911,333.57	2,920,898.72	9,832,232.29	10,407,084.39	10,719,296.92
PERS	3201-3202	0.00	0.00	0.00	-	0.00
OASDI / Medicare / Alternative	3301-3302	669,085.85	237,343.96	906,429.81	958,150.00	986,894.00
Health and Welfare Benefits	3401-3402	2,979,539.82	1,418,524.51	4,398,064.33	4,477,000.00	4,924,700.00
Unemployment Insurance	3501-3502	107,121.85	70,041.15	177,163.00	205,310.00	205,310.00
Workers' Compensation Insurance	3601-3602	209,326.60	187,068.40	396,395.00	646,511.74	665,907.09
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	603,669.13	70,774.87	674,444.00	0.00	0.00
Total, Employee Benefits		11,480,076.82	4,904,651.61	16,384,728.43	16,694,056.13	17,502,108.02
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	200,693.50	0.00	200,693.50	206,714.31	212,915.73
Books and Other Reference Materials	4200	96,569.00	0.00	96,569.00	99,466.07	102,450.05
Materials and Supplies	4300	10,934,754.01	612,280.34	11,547,034.35	11,893,445.00	12,250,249.00
Noncapitalized Equipment	4400	1,477,054.19	0.00	1,477,054.19	1,521,365.82	1,567,006.79
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		12,709,070.70	612,280.34	13,321,351.04	13,720,991.19	14,132,621.58
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	9,921,534.85	2,415,051.50	12,336,586.35	12,706,683.94	13,087,884.46
Travel and Conferences	5200	206,448.50	0.00	206,448.50	212,641.96	219,021.21
Dues and Memberships	5300	32,671.00	0.00	32,671.00	33,651.13	34,660.66
Insurance	5400	851,647.33	0.00	851,647.33	877,196.75	903,512.66
Operations and Housekeeping Services	5500	39,239.50	0.00	39,239.50	40,417.00	41,629.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	628,791.00	0.00	628,791.00	647,654.73	667,084.37
Transfers of Direct Costs	5700-5799	6,961,796.95	(6,961,796.95)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	4,707,976.06	292,569.62	5,000,545.68	5,144,760.44	5,297,015.13
Communications	5900	200,111.50	0.00	200,111.50	206,115.00	212,298.00
Total, Services and Other Operating Expenditures		23,550,216.69	(4,254,175.83)	19,296,040.86	19,869,120.95	20,463,105.50
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	31,852.90	0.00	31,852.90	32,808.49	33,792.74
Total, Capital Outlay		31,852.90	0.00	31,852.90	32,808.49	33,792.74
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		81,467,703.60	11,008,703.28	92,476,406.88	93,417,759.49	96,525,433.83
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		4,689,003.52	0.00	4,689,003.52	4,845,856.76	5,667,184.94

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Pacific Coast Academy
(continued) _____
CDS #: 37 68049 0136416
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1892
Fiscal Year: 2024/25

Description	Object Code	FY 24-25			Totals for 25-26	Totals for 26-27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		4,689,003.52	0.00	4,689,003.52	4,845,856.76	5,667,184.94
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	17,903,828.96	0.00	17,903,828.96	22,757,223.52	27,603,080.28
b. Adjustments to Beginning Balance	9793, 9795	164,391.04	0.00	164,391.04		
c. Adjusted Beginning Balance		18,068,220.00	0.00	18,068,220.00	22,757,223.52	27,603,080.28
2. Ending Fund Balance, June 30 (E + F.1.c.)		22,757,223.52	0.00	22,757,223.52	27,603,080.28	33,270,265.22
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	4,623,820.34	0.00	4,623,820.34	4,670,887.97	4,826,271.69
Unassigned/Unappropriated Amount	9790	18,133,403.17	0.00	18,133,403.17	22,932,192.31	28,443,993.53

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

Revised 3/6/25

ADA = 6,708.65

**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	5,772,846	8,492,142	8,492,142	8,492,142	8,492,142	8,492,142	(362,036)	77,377,178	69,354,439	8,022,739
8012	Education Protection Account	-	-	280,015	-	-	280,015	-	-	336,051	-	-	-	445,650	1,341,731	1,216,325	125,406
8019	State Aid - Prior Year	-	-	-	-	-	-	-	8,053	\$8,053	\$8,053	\$8,053	\$8,053	-	40,265	-	40,265
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	110,916	524,837	262,419	262,419	262,419	259,320	1,682,329	1,822,724	(140,395)

3,207,137	3,207,137	6,052,861	5,772,846	5,772,846	6,052,861	5,772,846	8,611,111	9,361,083	8,762,614	8,762,614	8,762,614	342,934	80,441,502	72,393,488	8,048,015
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Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	\$785,680	785,680	851,428	(65,748)
8290	Title I, Part A - Basic Low Income	-	3,389	-	-	-	28,144	-	-	-	-	-	-	657,975	689,508	579,469	110,039
8291	Title II, Part A - Teacher Quality	-	-	-	29,232	166,395	-	303,689	-	-	-	-	-	(380,036)	119,280	105,842	13,438
8293	Title III - Limited English	-	-	-	5,062	-	6,997	3,289	-	-	-	13,155	-	(15,348)	13,155	13,155	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	0

-	3,389	-	34,294	166,395	35,141	306,978	-	-	-	-	13,155	1,048,271	1,607,623	1,549,894	57,729
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Other State Revenue

8311	State Special Education	242,430	242,430	436,374	436,374	-	436,374	872,748	436,374	436,374	436,374	436,374	436,374	1,168,325	6,016,925	5,261,275	755,650
8550	Mandated Cost	-	-	-	-	134,607	-	-	-	-	-	-	-	-	134,607	127,652	6,955
8560	State Lottery	-	-	-	-	-	-	360,893	-	-	377,337	-	-	1,093,232	1,831,463	1,514,325	317,138
8598	Prior Year Revenue	-	-	(176)	-	(143,309)	14,576	247,438	-	-	-	-	-	-	118,529	-	118,529
8599	Other State Revenue	195,303	141,647	72,815	46,922	84,590	74,037	89,905	59,898	59,898	59,898	59,898	59,898	5,456,034	6,460,743	5,945,071	515,672

437,733	384,077	509,013	483,296	75,888	524,987	1,570,984	496,272	496,272	873,609	496,272	496,272	7,717,591	14,562,266	12,848,322	1,713,945
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Other Local Revenue

8660	Interest Revenue	29,999	37,484	50,886	40,525	23,178	39,854	32,778	32,473	32,576	32,679	32,783	32,887	-	418,102	-	418,102
8690	Other Local Revenue	-	-	-	-	37,165	-	41,642	-	-	-	-	-	-	78,807	-	78,807
8699	School Fundraising	-	9,153	13,517	4,642	14,128	9,696	5,974	-	-	-	-	-	-	57,110	-	57,110
8980	Contributions, Unrestricted	-	-	41,642	-	-	-	(41,642)	-	-	-	-	-	-	-	-	-

29,999	46,637	106,045	45,167	74,471	49,550	38,752	32,473	32,576	32,679	32,783	32,887	-	554,019	-	554,019
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Total Revenue

3,674,869	3,641,240	6,667,919	6,335,603	6,089,600	6,662,539	7,689,560	9,139,856	9,889,931	9,668,902	9,291,668	9,304,927	9,108,796	97,165,410	86,791,703	10,373,708
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Expenses**Certificated Salaries**

1100	Teachers' Salaries	20,257	2,197,673	1,881,933	2,331,299	1,992,771	2,007,074	2,042,831	2,153,740	2,153,740	2,153,740	2,153,740	1,081,933	-	22,170,731	22,339,801	169,069
1175	Teachers' Extra Duty/Stipends	21,173	421,422	386,079	436,833	402,665	449,718	406,285	400,275	400,275	400,275	400,275	273,888	3,588,775	7,987,939	2,681,231	(5,306,709)
1200	Pupil Support Salaries	17,131	382,581	292,461	417,485	326,355	325,923	329,174	372,298	372,298	372,298	372,298	191,424	-	3,771,726	3,033,884	(737,842)
1300	Administrators' Salaries	212,641	240,189	209,699	260,060	232,639	232,847	230,867	222,285	222,285	222,285	222,285	217,713	-	2,725,793	2,587,416	(138,377)
1900	Other Certificated Salaries	1,750	151,969	141,004	175,455	153,741	154,980	154,845	85,526	85,526	85,526	85,526	42,763	-	1,318,610	896,897	(421,712)

272,952	3,393,834	2,911,176	3,621,132	3,108,171	3,170,542	3,164,002	3,234,124	3,234,124	3,234,124	3,234,124	1,807,720	3,588,775	37,974,800	31,539,229	(6,435,571)
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Classified Salaries

2100	Instructional Salaries	9,346	28,991	30,044	26,707	29,424	28,833	30,468	25,156	25,156	25,156	25,156	12,578	-	297,015	193,993	(103,022)
2200	Support Salaries	120,103	181,834	126,099	196,751	161,967	160,909	171,148	147,240	147,240	147,240	147,240	142,750	-	1,850,521	1,546,171	(304,350)
2300	Classified Administrators' Salaries	50,118	51,524	59,252	45,200	51,524	51,524	51,569	47,900	47,900	47,900	47,900	47,900	-	600,211	565,552	(34,659)
2400	Clerical and Office Staff Salaries	176,110	209,193	169,885	223,538	204,129	208,467	216,765	188,470	188,470	188,470	188,470	188,470	-	2,350,439	1,870,685	(479,754)
2900	Other Classified Salaries	23,563	40,197	38,741	28,559	33,987	33,674	38,316	27,277	27,277	27,277	27,277	23,303	-	369,448	325,643	(43,805)

379,240	511,739	424,021	520,755	481,031	483,407	508,266	436,044	436,044	436,044	436,044	415,001	-	5,467,634	4,502,043	(965,591)
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Benefits

3101	STRS	51,253	616,866	526,644	662,476	397,020	570,563	573,134	643,524	643,524	643,524	643,524	359,699	\$3,500,479	9,832,232	9,149,314	(682,918)
3301	OASDI	22,768	31,453	25,819	32,053	29,502	29,981	31,147	25,798	25,798	25,798	25,798	24,553	-	330,467	299,190	(31,278)
3311	Medicare	9,191	55,062	47,055	58,892	50,516	51,158	51,693	54,802	54,802	54,802	54,802	33,189	-	575,963	527,246	(48,716)
3401	Health and Welfare	668,891	234,596	312,079	427,607	385,478	371,802	356,778	328,167	328,167	328,167	328,167	328,167	-	4,398,064	3,784,000	(614,064)
3501	State Unemployment	154	9,831	2,347	244	(1,983)	46,475	29,690	40,180	20,090	10,045	10,045	10,045	-	177,163	194,530	17,367
3601	Workers' Compensation	68,204	29,688	93,888	22,735	22,735	22,735	22,735	22,735	22,735	22,735	22,735	22,735	-	396,395	545,427	149,032
3901	Other Benefits	-	-	674,444	-	-	-	-	-	-	-	-	-	-	674,444	-	(674,444)

820,461	977,496	1,682,276	1,204,007	883,268	1,092,714	1,065,177	1,115,206	1,095,116	1,085,071	1,085,071	778,388	3,500,479	16,384,728	14,499,707	(1,885,022)
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Books and Supplies

4100	Textbooks and Core Materials	45,721	72,612	1,188	12,187	-	-	1,198	13,558	13,558	13,558	13,558	13,558	-	200,694	147,492	(53,202)
4200	Books and Reference Materials	1,777	20,504	11,811	59,001	2,981	-	495	-	-	-	-	-	-	96,569	-	(96,569)
4302	School Supplies	210,866	1,128,658	782,872	835,989	319,047	319,876	459,423	248,862	1,093,098	911,410	810,350	897,844	-	8,018,294	8,821,760	803,466
4305	Software	587,999	591,838	100,122	391,382	358,044	(49,455)	114,801	242,865	242,865	242,865	242,865	242,865	-	3,309,058	2,651,326	(657,732)
4310	Office Expense	17,303	18,554	18,703	15,889	7,402	25,341	15,932	13,277	13,277	13,277	13,277	13,277	-	185,509	144,432	(41,077)
4311	Business Meals	1,686	6,758	849	241	4,421	3,537	10,774	1,182	1,182	1,182	1,182	1,182	-	34,174	12,852	(21,322)
4400	Noncapitalized Equipment	70,123	11,899	-	229,105	28,588	784	2,812	71,221	312,829	260,832	231,911	256,950	-	1,477,054	2,004,945	527,891

935,475	1,850,823	915,545	1,543,794	720,483	300,083	605,435	590,964	1,676,809	1,443,123	1,313,142	1,425,675	-	13,321,351	13,782,807	461,456
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Pacific Coast Academy**Monthly Cash Flow/Forecast FY24-25**

Revised 3/6/25

ADA = 6,708.65



	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.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	9	9	9	9	9	-	43	-	(43)
5102 Special Education	4,200	46,446	142,738	238,297	322,629	198,896	286,508	235,068	235,068	235,068	235,068	235,068	-	2,415,052	2,557,140	142,089
5105 Security	561	436	280	299	298	298	299	332	332	332	332	332	-	4,129	3,672	(457)
5106 Other Educational Consultants	(3,490)	174,009	2,699,481	1,414,626	1,022,210	616,653	1,737,821	141,723	622,504	519,035	461,483	511,309	-	9,917,364	7,618,793	(2,298,571)
	1,271	220,891	2,842,499	1,653,222	1,345,137	815,847	2,024,628	377,131	857,912	754,442	696,890	746,717	-	12,336,586	10,179,605	(2,156,982)
Operations and Housekeeping																
5201 Auto and Travel	4,158	9,512	18,554	15,315	63,105	14,533	32,864	9,682	9,682	9,682	9,682	9,682	-	206,449	105,366	(101,083)
5300 Dues & Memberships	-	5,412	1,230	-	3,771	-	4,153	3,621	3,621	3,621	3,621	3,621	-	32,671	39,372	6,701
5400 Insurance	181,226	60,409	60,409	60,409	60,409	60,409	60,409	61,593	61,593	61,593	61,593	61,593	-	851,647	739,122	(112,526)
5501 Utilities	-	2,751	2,579	9,564	2,536	1,031	2,086	3,035	3,035	3,035	3,035	3,035	-	35,720	32,946	(2,774)
5502 Janitorial Services	-	-	-	-	989	(989)	3,520	-	-	-	-	-	-	3,520	-	(3,520)
5900 Communications	-	1,059	606	11,644	570	97,597	5,944	11,016	11,016	11,016	11,016	11,016	-	172,500	119,850	(52,650)
5901 Postage and Shipping	1,914	2,087	7,238	2,250	2,014	1,624	1,262	1,845	1,845	1,845	1,845	1,845	-	27,612	20,094	(7,518)
	187,298	81,230	90,616	99,182	133,394	174,205	110,238	90,791	90,791	90,791	90,791	90,791	-	1,330,118	1,056,750	(273,368)
Facilities, Repairs and Other Leases																
5601 Rent	37,446	35,033	35,033	36,815	41,533	28,733	41,133	47,354	47,354	47,354	47,354	47,354	75,749	568,242	515,202	(53,040)
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	4,409	1,930	1,930	1,930	1,930	1,930	-	20,123	20,910	788
5610 Repairs and Maintenance	-	405	-	607	-	1,039	607	383	383	383	383	383	-	4,571	4,182	(389)
	42,114	38,726	38,821	40,727	46,348	33,902	49,137	52,654	52,654	52,654	52,654	52,654	75,749	628,791	540,294	(88,497)
Professional/Consulting Services																
5801 IT	30	35	31,369	1,231	35	35	35	918	918	918	918	918	-	37,360	9,996	(27,364)
5802 Audit & Taxes	-	3,825	-	-	-	-	7,650	-	-	-	-	-	-	11,475	13,668	2,193
5803 Legal	-	2,222	4,535	3,409	8,768	2,766	5,362	13,923	13,923	13,923	13,923	13,923	-	96,677	151,470	54,793
5804 Professional Development	101,220	45,739	21,022	5,719	6,635	16,474	35,665	12,402	12,402	12,402	12,402	12,402	-	294,482	134,946	(159,536)
5805 General Consulting	-	-	663	3,487	4,939	714	720	2,329	2,329	2,329	2,329	2,329	-	22,168	25,296	3,128
5806 Special Activities/Field Trips	82,346	183,858	219,808	232,756	54,938	28,669	41,037	53,060	233,061	194,323	172,776	191,430	-	1,688,062	1,603,956	(84,106)
5807 Bank Charges	-	-	-	-	-	-	-	451	451	451	451	451	-	2,253	4,896	2,644
5808 Printing	126	2,746	-	-	-	-	-	349	349	349	349	349	-	4,615	3,774	(841)
5809 Other taxes and fees	-	365	2,408	1,332	4,648	-	3,874	2,304	2,304	2,304	2,304	2,304	-	24,145	24,990	846
5810 Payroll Service Fee	4,560	17,189	12,913	19,593	17,129	20,150	20,632	9,376	9,376	9,376	9,376	9,376	-	159,044	102,000	(57,044)
5811 Management Fee	122,013	122,088	131,386	131,236	128,637	131,236	146,858	136,964	136,964	136,964	136,964	136,964	45,291	1,643,562	1,464,162	(179,400)
5812 District Oversight Fee	-	-	-	-	-	-	-	86,111	93,611	87,626	87,626	87,626	361,815	804,415	723,935	(80,480)
5813 County Fees	-	-	-	-	-	-	2,544	-	-	281	-	-	281	3,105	1,020	(2,085)
5814 SPED Encroachment	3,500	3,500	6,300	6,300	-	6,300	6,300	13,091	13,091	13,091	13,091	13,091	106,422	204,078	-	(204,078)
5815 Public Relations/Recruitment	-	-	-	-	1,500	479	833	459	459	459	459	459	-	5,107	4,998	(109)
	313,795	381,567	430,404	405,063	227,229	206,823	271,510	331,734	519,235	474,793	452,965	471,620	513,808	5,000,546	4,269,107	(731,439)
Depreciation																
6900 Depreciation Expense	2,527	2,527	2,526	2,679	2,679	2,679	2,678	2,712	2,712	2,712	2,712	2,712	-	31,853	29,478	(2,375)
	2,527	2,527	2,526	2,679	2,679	2,679	2,678	2,712	2,712	2,712	2,712	2,712	-	31,853	29,478	(2,375)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,955,133	7,458,834	9,337,884	9,090,561	6,947,740	6,280,202	7,801,071	6,231,358	7,965,395	7,573,752	7,364,391	5,791,276	7,678,811	92,476,407	80,399,019	(12,077,388)
Monthly Surplus (Deficit)	719,736	(3,817,594)	(2,669,965)	(2,754,958)	(858,140)	382,337	(111,511)	2,908,498	1,924,536	2,095,150	1,927,277	3,513,651	1,429,986	4,689,004	6,392,684	(1,703,681)

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

Revised 3/6/25

ADA = 6,708.65

**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	(111,511)	2,908,498	1,924,536	2,095,150	1,927,277	3,513,651	5,271,663	8,530,681		
Cash flows from operating activities																
Depreciation/Amortization	2,527	2,527	2,526	2,678	2,678	2,679	2,679	2,712	2,712	2,712	2,712	2,712	-	31,852		
Public Funding Receivables	290,878	-	1,711,585	(77,278)	573,383	4,790	-	-	-	-	-	-	(9,108,796)	(6,605,438)		
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)	6,024	-	-	-	-	-	-	902,977		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(695,901)	280,855	1,499,560	(1,717,658)	666,453	(530,840)	393,786	-	-	-	-	-	7,678,811	7,575,066		
Accrued Expenses	(576,007)	1,771,256	(661,266)	842,239	(163,691)	137,218	59,243	-	-	-	-	-	-	1,408,992		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	(3,841,677)	-	(3,841,677)		
Deferred Revenue	(133,275)	(80,279)	37,646	65,202	25,872	1,810	22,792	68,617	\$68,617	68,617	\$68,617	68,617	(3,082,416)	(2,799,563)		
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)	373,013	2,979,827	1,995,865	2,166,478	1,998,606	(256,698)				
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	20,386,959	23,366,786	25,362,651	27,529,129	29,527,734				
Cash, End of Month	24,640,985	22,810,617	23,413,092	19,003,003	20,030,591	20,013,946	20,386,959	23,366,786	25,362,651	27,529,129	29,527,734	29,271,036				

Cert.	Instr.
56.6%	84.8%
16,123,054	4,655,120

Pupil:Teacher Ratio
22.14

Pacific Coast Academy**Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	\$ 5,772,846	\$ 5,674,454	\$ 98,392	\$ 35,278,504	\$ 29,002,765	\$ 6,275,739	\$ 69,354,439
Economic Protection Account Funding	0	0	0	560,030	552,875	7,155	1,216,325
In Lieu of Property Taxes	0	132,562	(132,562)	0	828,510	(828,510)	1,822,724
Total State Aid - Revenue Limit	5,772,846	5,807,016	(34,170)	35,838,534	30,384,150	5,454,384	72,393,488
Federal Revenue							
Federal Special Education - IDEA	0	69,662	(69,662)	0	356,052	(356,052)	851,427
Title I, Part A - Basic Low Income	0	0	0	31,533	579,469	(547,936)	579,469
Title II, Part A - Teacher Quality	303,689	0	303,689	499,316	105,842	393,474	105,842
Title III - Limited English	3,289	0	3,289	15,348	0	15,348	13,155
Total Federal Revenue	306,978	69,662	237,316	546,197	1,041,363	(495,166)	1,549,893
Other State Revenue							
State Special Education - AB602	872,748	430,468	442,280	2,666,730	2,200,169	466,560	5,261,275
State - Mandated Cost Reimbursement	0	0	0	134,607	127,652	6,956	127,651
State - State Lottery	360,893	344,165	16,729	360,893	344,165	16,728	1,514,325
Prior Year Revenues	247,438	0	247,437	118,529	0	118,529	0
State - Other State Revenue	89,905	656,284	(566,379)	705,219	1,397,711	(692,492)	5,945,071
Total Other State Revenue	1,570,984	1,430,917	140,067	3,985,978	4,069,697	(83,719)	12,848,322
Other Local Revenue							
Interest Revenue	32,778	0	32,778	254,703	0	254,703	0
Other Local Revenue	41,642	0	41,642	78,806	0	78,806	0
School Fundraising	5,974	0	5,974	57,112	0	57,112	0
Contributions, Unrestricted	(41,642)	0	(41,642)	0	0	0	0
Total Other Local Revenue	38,752	0	38,752	390,621	0	390,621	0
Total Revenue	7,689,560	7,307,595	381,965	40,761,330	35,495,210	5,266,120	86,791,703
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	2,042,831	2,052,670	(9,839)	12,473,838	13,098,064	(624,226)	22,339,801
Certificated Teachers' Extra Duties/Stipends	406,285	254,760	151,525	2,524,176	1,532,727	991,449	2,681,231
Certificated Pupil Support Salaries	329,174	275,853	53,321	2,091,110	1,785,458	305,652	3,033,883
Certificated Supervisors' and Administrators' Salaries	230,867	216,514	14,354	1,618,942	1,510,221	108,721	2,587,416
Other Certificated Salaries	154,845	81,739	73,105	933,744	529,071	404,674	896,898
Total Certificated Salaries	3,164,002	2,881,536	282,466	19,641,810	18,455,541	1,186,270	31,539,229
Classified Salaries							
Classified Instructional Salaries	30,468	18,476	11,992	183,813	110,853	72,959	193,993
Classified Support Salaries	171,148	135,016	36,132	1,118,810	936,230	182,579	1,546,170
Classified Supervisors' and Administrators' Salaries	51,569	47,129	4,440	360,711	329,906	30,806	565,552
Clerical, Technical, and Office Staff Salaries	216,765	155,890	60,875	1,408,087	1,091,232	316,855	1,870,685
Other Classified Salaries	38,316	28,203	10,113	237,037	188,893	48,144	325,643
Total Classified Salaries	508,266	384,714	123,552	3,308,458	2,657,114	651,343	4,502,043
Benefits							
State Teachers' Retirement System, certificated positions	573,134	550,373	22,761	3,397,956	3,525,008	(127,052)	9,149,313
OASDI/Medicare/Alternative, certificated positions	31,147	25,227	5,921	202,723	174,234	28,490	299,190
Medicare certificated positions	51,693	47,701	3,991	323,566	308,337	15,228	527,246
Health and Welfare Benefits, certificated positions	356,778	315,333	41,444	2,757,231	2,207,333	549,898	3,784,000
State Unemployment Insurance, certificated positions	29,690	48,633	(18,942)	86,759	106,991	(20,232)	194,530
Workers' Compensation Insurance, certificated positions	22,735	49,346	(26,611)	282,721	318,969	(36,249)	545,427
Other Benefits, certificated positions	0	0	0	674,444	0	674,445	0
Total Benefits	1,065,177	1,036,613	28,564	7,725,400	6,640,872	1,084,528	14,499,706
Books & Supplies							
Textbooks and Core Curricula Materials	1,198	12,291	(11,093)	132,905	86,037	46,868	147,492
Books and Other Reference Materials	495	0	495	96,567	0	96,567	0
School Supplies	459,423	452,312	7,111	4,056,733	3,061,505	995,228	8,821,760
Software	114,801	220,944	(106,142)	2,094,731	1,546,606	548,125	2,651,326
Office Expense	15,932	12,036	3,895	119,124	84,252	34,872	144,432
Business Meals	10,774	1,071	9,703	28,266	7,497	20,769	12,852
Noncapitalized Equipment	2,812	102,798	(99,986)	343,311	695,797	(352,486)	2,004,946
Total Books & Supplies	605,435	801,452	(196,017)	6,871,637	5,481,694	1,389,943	13,782,808
Subagreement Services							
Special Education	286,508	213,095	73,414	1,239,715	1,491,665	(251,950)	2,557,140
Security	299	306	(8)	2,469	2,142	327	3,672
Other Educational Consultants	1,737,821	390,632	1,347,189	7,661,310	2,644,026	5,017,284	7,618,792
Total Subagreement Services	2,024,628	604,033	1,420,595	8,903,494	4,137,833	4,765,661	10,179,604
Professional/Consulting Services							
IT	35	833	(798)	32,771	5,831	26,940	9,996
Audit and Tax	7,650	0	7,650	11,475	13,668	(2,193)	13,668
Legal	5,362	12,623	(7,261)	27,062	88,358	(61,295)	151,470
Professional Development	35,665	11,245	24,419	232,473	78,718	153,754	134,946
General Consulting	720	2,108	(1,388)	10,524	14,756	(4,232)	25,296
Special Activities	41,037	82,239	(41,200)	843,413	556,637	286,775	1,603,956

Pacific Coast Academy**Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Bank Charges	0	408	(408)	0	2,856	(2,856)	4,896
Printing	0	314	(315)	2,870	2,202	670	3,774
Other Taxes and Fees	3,874	2,083	1,792	12,628	14,577	(1,950)	24,990
Payroll Service Fee	20,632	8,500	12,132	112,166	59,500	52,666	102,000
Management Fee	146,858	122,013	24,844	913,454	854,095	59,359	1,464,162
District Oversight Fee	0	58,070	(58,070)	0	303,841	(303,841)	723,935
LACOE Fees	2,544	255	2,288	2,543	510	2,033	1,020
SELPA Fees	6,300	0	6,300	32,200	0	32,200	0
Public Relations	833	417	417	2,813	2,916	(102)	4,998
Total Professional/Consulting Services	271,510	301,108	(29,598)	2,236,392	1,998,465	237,928	4,269,107
Facilities, Repairs & Other Leases							
Rent	41,133	42,933	(1,801)	255,726	300,534	(44,809)	515,202
Additional Rent	2,988	0	2,989	20,916	0	20,916	0
Other Leases	4,409	1,743	2,666	10,476	12,198	(1,722)	20,910
Repairs and Maintenance	607	348	259	2,657	2,439	218	4,182
Total Facilities, Repairs & Other Leases	49,137	45,024	4,113	289,775	315,171	(25,397)	540,294
Operations & Housekeeping							
Auto and Travel Expense	32,864	8,781	24,083	158,042	61,464	96,578	105,366
Dues & Memberships	4,153	3,281	872	14,565	22,967	(8,401)	39,372
Insurance	60,409	61,593	(1,184)	543,680	431,154	112,525	739,122
Utilities	2,086	2,746	(660)	20,546	19,218	1,328	32,946
Janitorial/Trash Removal	3,520	0	3,520	3,520	0	3,520	0
Communications	5,944	9,987	(4,044)	117,421	69,913	47,508	119,850
Postage and Shipping	1,262	1,675	(412)	18,390	11,721	6,668	20,094
Total Operations & Housekeeping	110,238	88,063	22,175	876,164	616,437	259,726	1,056,750
Depreciation							
Depreciation Expense	2,678	2,456	222	18,292	17,196	1,097	29,478
Total Depreciation	2,678	2,456	222	18,292	17,196	1,097	29,478
Total Expenses	7,801,071	6,144,999	1,656,072	49,871,422	40,320,323	9,551,099	80,399,019
Change in Net Assets	(111,511)			(9,110,092)			
Net Assets, Beginning of Period	9,069,639			18,068,220			
Net Assets, End of Period	\$ 8,958,128			\$ 8,958,128			

Pacific Coast Academy**Statement of Financial Position**

January 31, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 20,386,959	\$ 24,250,981	\$ (3,864,022)	(16) %
Accounts Receivable	0	585,554	(585,553)	(100) %
Public Funding Receivables	28,081	2,531,438	(2,503,359)	(99) %
Prepaid Expenses	649,835	1,552,811	(902,975)	(58) %
Total Current Assets	21,064,875	28,920,784	(7,855,909)	(27) %
Long-term Assets				
Property & Equipment, Net	323,318	332,484	(9,167)	(3) %
Deposits	999	999	0	0 %
Total Long-term Assets	324,317	333,483	(9,167)	(3) %
Total Assets	\$ 21,389,192	\$ 29,254,267	\$ (7,865,076)	(27) %
Liabilities				
Current Liabilities				
Accounts Payable	\$ 1,183,980	\$ 1,287,726	\$ (103,746)	(8) %
Accrued Liabilities	3,509,514	2,100,521	1,408,993	67 %
Deferred Revenue	7,737,569	7,797,800	(60,231)	(1) %
Total Current Liabilities	12,431,063	11,186,047	1,245,016	11 %
Total Liabilities	12,431,063	11,186,047	1,245,016	11 %
Net Asset	8,958,128	18,068,220	(9,110,092)	(50) %
Liabilities & Net Assets	\$ 21,389,192	\$ 29,254,267	\$ (7,865,076)	(27) %

Pacific Coast Academy***Statement of Cash Flows*****For the period ended January 31, 2025**

	Month Ended 01/31/25	YTD Ended 01/31/25
Cash Flows from Operating Activities		
Change in Net Assets	\$ (111,511)	\$ (9,110,092)
Adjustments		
Depreciation	2,679	18,293
(Increase) Decrease in Operating Assets		
Public Funding Receivables	0	2,503,358
Grants, Contributions & Pledges Receivable	0	585,554
Prepaid Expenses	6,024	902,975
Increase (Decrease) in Operating Liabilities		
Accounts Payable	393,786	(103,747)
Accrued Expenses	59,243	1,408,994
Deferred Revenue	22,792	(60,231)
Total Cash Flows from Operating Activities	373,013	(3,854,896)
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	373,013	(3,864,022)
Cash & Cash Equivalents, Beginning of Period	20,013,946	24,250,981
Cash & Cash Equivalents, End of Period	\$ 20,386,959	\$ 20,386,959

Coversheet

Suicide Prevention Policy

Section:	III. Other Business
Item:	B. Suicide Prevention Policy
Purpose:	Vote
Submitted by:	
Related Material:	PCA Suicide Prevention Policy_Rev 9.15.2022_RED 2.12.25.pdf



Pacific Coast Academy

Suicide Prevention Policy

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SUICIDE PREVENTION POLICY

Pacific Coast Academy is committed to protecting the health and well-being of all Pacific Coast Academy students, ~~including high-risk groups vulnerable youth populations~~¹, by having procedures in place to prevent, assess the risk of, intervene in, and respond to ~~suicide and self-harming behavior~~ **pupil suicide crises**. The Pacific Coast Academy Governing Board hereby adopts this Suicide Prevention Policy in compliance with California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016), **AB 1767 (Chapter 694, Statutes of 2019)**, **Senate Bill 1318 (Chapter 645, Statutes of 2024)**, and other federal, state and local efforts to provide **pupils in kindergarten and grades 1-12** ~~youth~~ with prevention education, early identification and intervention, **postvention**, and access to all local resources to promote health and prevent personal harm or injury.

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

- Explain the Purpose and Requirements of the Suicide Prevention Policy
- Outline Requirements of Coordination and Consultation with County Health Plan
- Outline Staff Training on Suicide Awareness and Prevention
- Establish Restrictions on Employee Authorization and Scope
- Outline Measures and Strategies for Suicide Prevention, Intervention, and Postvention
- Outline the Process for Implementing the Suicide Prevention Policy
- Outline Requirements of Policy Review

PURPOSE

Pacific Coast Academy recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and School personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Executive Director or designee shall develop age-appropriate measures, strategies, practices and supports for suicide prevention, intervention, and postvention.

The Executive Director or designee may consult with School and other community stakeholders, ~~school-employed School~~ mental health professionals, and suicide prevention experts, in planning, implementing, and evaluating the School's measures and strategies for **pupil** suicide prevention, intervention, and postvention.

Pacific Coast Academy recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome. Pacific Coast Academy is aware of the School's ethical responsibility to take a proactive approach **to prevent in-preventing** deaths by suicide, and acknowledges the School's role in providing an environment ~~that which~~ is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

¹*High-risk groups, include but are not limited to: youth bereaved by suicide; youth with disabilities, mental*

~~illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ+) youth. Vulnerable youth populations include LGBTQ+ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.~~

COUNTY COORDINATION

School staff must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. If a referral is made for mental health or related services for a student who is a Medi-Cal beneficiary, the School staff shall coordinate and consult with the county mental health plan.

SUICIDE AWARENESS AND PREVENTION TRAINING

All staff will receive annual training on suicide awareness and prevention which includes identification of risk factors and warning signs, protective factors, response procedures, referrals for support through the School and community resources, and postvention procedures. The training shall also include additional information regarding ~~high-risk groups of students judged by the school, and available research, to be at elevated risk for suicide.~~ Materials for training shall include how to identify appropriate School-based and community-based mental health services ~~and shall incorporate best practices identified in the California Department of Education's model pupil suicide prevention policy.~~ Additional training in risk assessment and crisis intervention will be provided to ~~school-employed School~~ mental health professionals.

EMPLOYEE AUTHORIZATION AND SCOPE

Employees of Pacific Coast Academy and their partners must act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging a School employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

~~Mental health professional means an individual licensed or registered, or an intern or associate working towards licensure, by the Board of Behavioral Sciences or the Board of Psychology in the Department of Consumer Affairs. School mental health professional means a School employee with a clear or preliminary pupil personnel services credential with a specialization in school counseling, school social work, or school psychology, a credentialed school nurse, or a licensed, registered, or associate marriage and family therapist, professional clinical counselor, clinical social worker, educational psychologist, or psychologist under the supervision of a School employee with a pupil personnel services or administrative services credential.~~

PREVENTION, INTERVENTION, AND POSTVENTION MEASURES, PROTOCOLS AND STRATEGIES

As appropriate, the measures, ~~protocols~~, and strategies for suicide prevention, intervention, and postvention shall specifically address the needs of ~~high-risk groups vulnerable youth population~~ and other

groups of students judged by the School, and available research, to be at elevated risk for suicide. These measures and strategies shall **be age appropriate, shall be delivered and discussed in a manner that is sensitive to the needs of young pupils when appropriate, shall incorporate best practices identified in the California Department of Education's model pupil suicide prevention policy, and shall** include, but are not limited to:

- Promoting students' mental, emotional, and social health and well-being within the School's Multi-Tiered System of Support (MTSS) model ~~at an age-appropriate level and sensitive to the needs of young pupils.~~
- Methods for promoting a positive School climate that enhances students' feelings of connectedness with the School.
- Review of materials and resources used for enhancing stakeholder knowledge, awareness, and communication and ensuring their alignment with best practices for safe and effective messaging about suicide.
- Crisis intervention ~~procedures for addressing suicide threats or attempts~~ protocols in the event of a pupil suicide crisis for all staff ~~that~~ include the utilization of ~~the school's~~ School mental health professionals, crisis coordinator(s), and administrators for screening, consultation, support, and communication.
- Counseling, consultation, debriefing and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

POLICY IMPLEMENTATION

The Executive Director or designee shall establish the School's crisis intervention team to ensure the proper implementation and review of this policy and School practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215.

The School shall post this policy on the School's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students.

POLICY REVIEW

The Board shall review, and update as necessary, this policy at least every five years.

Coversheet

Resolution: Non-Average Daily Attendance Summer School

Section: III. Other Business
Item: C. Resolution: Non-Average Daily Attendance Summer School
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2025-02 NON-AVERAGE DAILY ATTENDANCE SUMMER SCHOOL__proposed
3.3.25.pdf



Pacific Coast Academy

13915 Danielson St. #103, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors

2025-02

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

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

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

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

WHEREAS, the School desires to provide additional opportunities outside of the school year for 9th – 12th grade students to complete a-g requirements;

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

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

1. Identify those students entering grades 10-12 who are credit deficient, no more than 75 students
2. Identify those students entering grades 9-12 who are attempting to complete a-g requirements and who would benefit from taking one or two classes over the summer, no more than 75 students
3. Offer courses in the categories of history, English, math, science, world language, and visual and performing arts
4. Provide curriculum and teacher support at the cost of no more than \$0 - \$325 per course, per student, with students taking a maximum of two courses
5. Establish a summer school calendar to run for a series of weeks between the last day of spring semester and first day of fall semester
6. Participate in a summer school memorandum of understanding between Cabrillo Point Academy, Mission Vista Academy, and Pacific Coast Academy to reimburse the costs of shared staff based on number of students enrolled in the program. Staff will include one summer school HST per school, and four summer school HQTs (school assignment to be determined). Summer school staff to be paid a stipend of \$2,500 to \$5,500 depending on roster.

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on March 13, 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

Approve Minutes

Section:	IV. Consent Agenda
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on January 23, 2025



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday January 23, 2025 at 6:00 PM

Location

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

Directors Present

Eric Banatao, Jessica Ackermann, Kim Gill, Rose Arevalo

Directors Absent

Benjamin Fung

Guests Present

Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Jessica Ackermann called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Jan 23, 2025 at 6:05 PM.

B. Roll Call of Board Members

C. Approval of Agenda

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

D. Public Comments

There were no public comments.

II. Academic Excellence

A. 2023-2024 School Accountability Report Card(SARC)

Eric Banatao made a motion to Approve the 2023-2024 School Accountability Report Card(SARC).
Rose Arevalo seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Mid-Year LCAP Update

III. Finance

A. Financials

Kim Gill made a motion to Approve the Financials.
Rose Arevalo seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Other Business

A. Executive Director Report

B. 2025-2026 School Calendars

Rose Arevalo made a motion to Approve the 2025-2026 School Calendars.
Eric Banatao seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Resolution Regarding Employee Retention Stipend

Eric Banatao made a motion to Approve the Resolution Regarding Employee Retention Stipend.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Employee Expense Policy

Eric Banatao made a motion to Approve the Employee Expense Policy.
Kim Gill seconded the motion.

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

E. Executive Director Evaluation Procedure

V. Consent Agenda

A. Approve Minutes

Eric Banatao made a motion to approve the minutes from Regular Scheduled Board Meeting on 12-12-24.

Kim Gill seconded the motion.

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

B. Comprehensive School Safety Plan

C. 2024-2025 Compensation Policy

D. Approve Consent Agenda

Eric Banatao made a motion to Approve the Consent Agenda.

Kim Gill seconded the motion.

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

VI. Closing Items

A. Announcement of Next Scheduled Meeting- March 13 at 6:00pm

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:22 PM.

Respectfully Submitted,
Jessica Ackermann

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

2025-2026 Master Agreement

Section: IV. Consent Agenda
Item: B. 2025-2026 Master Agreement
Purpose:
Submitted by:
Related Material: PCA_AY2425_MasterAgreement_RED 2.28.25.pdf



Pacific Coast Academy Master Agreement for Independent Study

Student:	Contract Term: Full Year
Student Number:	Beginning Date: 08/15/2024 08/14/2025
Address:	End Date: 05/30/2025 05/29/2026
Location:	Year: 2024-2025 2025-2026
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level:
Program Placement:	School for Classroom Option

Objectives:

~~The Student will complete the courses listed below.~~ All course objectives will be consistent with the established program and are consistent with ~~program~~ standards as outlined in the program's subject/course descriptions and Pacific Coast Academy's ("Charter School")-s charter. The major educational objectives include enabling the student identified above ("Student") to progress with their grade-specific studies, successfully complete assignments and learn required concepts as determined by ~~the~~ Charter School. Assignment and Work Record ("AWR") Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. ~~The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt and earn upon completion.~~

Methods of Study:

Specific methods of study will be designated on the ~~Assignment and Work Record (AWR)~~ and are incorporated herein. Examples of methods of study for ~~the student~~ Student will include, but are not limited to: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, and Field Trips. In addition, Charter School will offer opportunities for live interaction and synchronous instruction to Student per Education Code section ~~57141(c)~~ 51747(e).

Specific Resources:

Charter School will provide appropriate services, supports, technology and resources to enable Student to complete their independent study program successfully. These resources include but are not limited to textbooks, school supplies, and support from the Supervising Teacher (also known as "Homeschool Teacher" or "Independent Study Teacher") and other Charter School staff. Additionally, Charter School will ensure Student has access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.). By signing below, Student's parent/guardian/caregiver is confirming Student: (1) has access to devices and connectivity to allow Student to adequately participate in independent study and complete assigned work; or (2) will contact the Student's Homeschool Teacher if Student needs help accessing such connectivity and devices.

Additional Supports for Special Populations:

Charter School will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program ("IEP") or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and intervention supports.

Methods of Evaluation:

Academic evaluations will be designated on the ~~Assignment and Work Record (AWR)~~ and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, Learning Journals, Presentations, Quizzes, Labs, Finals, State Mandated Standards Testing, and Charter School Selected Benchmark Testing.

Subsidiary Agreements:

The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement may also be further described in the ~~AWR-assignment work record~~ forms or other subsidiary agreements, which are incorporated as part of this agreement.

Manner, Time, Frequency and Place for Student Assignment Submissions:

Manner ~~of Communication~~: Email, Online (e.g., online platforms), ~~Phone, or In-Person, etc.~~

Time: Generally, 8:30AM- 5:00PM, ~~- Day: M-F~~Monday-Friday. Exact times ~~are~~ determined by ~~Homeschool~~ Teacher in consultation with Parent/Guardian and Student.

Frequency: At least once every 20 school days ~~(LP meetings)~~.

~~Duration: Full Year.~~

Place: Virtual ~~(e.g., email, online platforms, etc.)~~ or In-Person.

Manner, Time, Frequency and Place for School Communicating/Reporting Academic Progress with Parent/Guardian:

Manner: Email, Online, Phone, ~~and/or~~ In-Person.

Time: Generally, 8:30AM-5:00PM. ~~Day: Monday-Friday.~~ Exact ~~are~~ determined by ~~Homeschool~~ Teacher in consultation with Parent/Guardian and Student.

Frequency: At least once every 20 school days ~~(LP meetings)~~.

~~Duration: Full Year.~~

Place: Virtual ~~(e.g., email, online platforms, etc.)~~ or In-Person.

Voluntary Statement:

It is understood that independent study is an optional educational alternative in which no ~~pupil student~~ may be required to participate. In the case of a ~~pupil student~~ who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies:

According to ~~the Charter School's~~ Independent Study ~~Board~~ Policy ("Board Policy") ~~for grades K through 12~~, the maximum length of time allowed between when the assignment was made and the date the assignment is due is twenty (20) school days, unless an exception is made in accordance with the ~~Board~~ Policy. Pursuant to the ~~Board~~ Policy, ~~if the student fails to complete three after (3) missed assignments during any period of twenty (20) schooldays, failure fails to show the body of work for a learning period (i.e., student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or failure fails to make satisfactory educational progress, Charter School will conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A student is deemed to be making satisfactory educational progress if, the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP, and based on all the indicators set forth in the Board Policies~~ Policy:

- For grades TK-8, the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP, and is not in violation of Charter School's Non-Compliance and Withdrawal Policy and Procedures.
- For grades 9-12, the student is on track to earn at least 25 credits per semester, is on track to earn at least 50 credits per school year, and is not in violation of Charter School's Non-Compliance and Withdrawal Policy and Procedures.

Course Credits:

Upon completion of this agreement, Student will earn attendance and academic credit for the enrolled courses as determined by the Homeschool Teacher. The student's course of study is reflected in Charter School's student information system and is incorporated herein.

Duration of Agreement:

The duration of this agreement is set forth above and shall not exceed one school year.

Additional Courses:

~~Additional Courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the Student.~~

I have read and understand the terms of this agreement, and I agree to all provisions set forth.

_____ Student Signature	_____ Date
_____ Parent/Guardian/Caregiver Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Special Education Case Manager Signature	_____ Date
_____ Other Signature	_____ Date



Pacific Coast Academy Acknowledgement of Responsibilities

Student:	Contract Term: Full Year
Student Number:	Beginning Date: 08/15/2024 08/14/2025
Address:	End Date: 05/30/2025 05/29/2026
Location:	Year: 2024-2025 2025-2026
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level:
Program Placement:	School for Classroom Option

Student Agreement/Responsibilities:

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.
- I will complete a “Monthly Independent Study Log” and check the schooldays where I have completed schoolwork (i.e., Monday through Friday each week, not including school holidays) and sign and date the parent/legal guardian.

Parent/Legal Guardians Agreement:

I agree to the above conditions listed under Student's Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher. I will provide a body of work, upon request, that demonstrates completion of assigned learning period objectives.
- I will ensure my student has access to and is working in grade-level curriculum.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due date to make alternative arrangements.
- I will meet all of the requirements set forth by the independent study program, including participating in school-assigned benchmark testing. In addition, my child will participate in either CAASPP testing or an alternative assessment.
- I am responsible ~~to provide for providing~~ any needed transportation for my child's scheduled meetings at a ~~mutually agreed upon~~ location ~~determined by the Independent Study Teacher, reflected on the face of the master agreement~~ and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher.
- ~~Have I have~~ the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.
- I will sign my student's “Monthly Independent Study Log” under the following statement: “By signing this log, I verify that my student completed schoolwork on these days.”

Independent Study Teachers Agreement:

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study ~~Master A~~greement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this ~~agreement~~

document.

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date
Teacher Signature	Date
Special Education Case Manager Signature	Date
Other Signature	Date

Coversheet

Independent Student Policy

Section:	IV. Consent Agenda
Item:	C. Independent Student Policy
Purpose:	
Submitted by:	
Related Material:	PCA Independent Study Policy_Rev 8.16.24_RED 2.28.2025.pdf



Pacific Coast Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

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

The purpose of this Independent Study Policy is to accomplish the following:

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

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

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

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

4. For purposes of this policy, a student is deemed to be making satisfactory educational progress if:
 - a. For grades TK-8, the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"), and is not in violation of Charter School's Non-Compliance and Withdrawal Policy and Procedures.
 - b. For grades 9-12, the student is on track to earn at least 25 credits per semester, is on track to earn at least 50 credits per school year, and is not in violation of Charter School's Non-Compliance and Withdrawal Policy and Procedures.

The Executive Director or designee is responsible for making this determination based on all of the following indicators, which are reflected in the Non-Compliance and Withdrawal Policy and Procedures:

- a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code section 52060(d)(4)-(5).
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. \ (EC § 51747(b)(2).)
5. Charter School will provide content to independent study students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (EC § 51747(c).)
6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of Charter School's approved instructional calendar, is found not participatory in synchronous instructional offerings pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or is in violation of their independent study written agreement, Charter School shall engage in the following tiered reengagement procedures:
 - a. Verify the student's current contact information;
 - b. Notify the student's parent or guardian of the student's lack of participation within one (1) schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);

- c. Reach out to the student directly and/or parent(s) or guardian(s) to determine the student's needs for reengagement, including connection with health and social services as necessary;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period as determined by the Homeschool Teacher, or is failing to make satisfactory educational progress as defined in this policy Charter School will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include, but are not limited to, check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

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

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

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

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be

maintained on file. Each written agreement will contain the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of the student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9).
- j. Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a

student may request that Charter School conduct a telephone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or their parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to their parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
 - i. For purposes of this section, "student work products" may include the daily time value spent by a student engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether student work products are produced, if the computer program documents student participation. Charter School shall maintain documentation of each hour or fractions of an hour of both student work products (i.e., by assigning a time value to student work products) and the time that the student engaged in asynchronous instruction (e.g., tracking of time spent in asynchronous instruction).
 - ii. For purposes of this section, "student participation in synchronous instruction" may include, but is not limited to, student work produced or performed, or documentation that the student participated in an instructional period either virtually or verbally, as verified by a certificated employee and maintained by Charter School for each hour or fraction thereof of the synchronous instructional offering. (EC § 51747.5(b).)
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study")

and units of the curriculum completed by students, as specified in their written agreements.

- iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that they have personally evaluated the work or that they have personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
11. It is the policy of this Board that in order for the student to be counted as present/attending for Average Daily Attendance ("ADA") purposes, the student must initial a "Monthly Independent Study Log" on the schooldays where they have completed schoolwork (i.e., Monday through Friday each week, not including school holidays), and the parents/guardians must sign the monthly log under the following statement: "By signing this log, I verify that my student completed schoolwork on these days."
12. Students shall not be counted for ADA purposes while attending Charter School's summer school sessions.
13. Charter School may only offer a multi-track program if each track is a minimum of 175 days and Charter School complies with all other applicable laws.

Coversheet

Non-Compliance and Withdrawal Policy

Section: IV. Consent Agenda
Item: D. Non-Compliance and Withdrawal Policy
Purpose:
Submitted by:
Related Material:
PCA Non-Compliance Policy & Withdrawal Policy_Rev 05.21.24_RED 03.05.25.pdf



Pacific Coast Academy

Non-Compliance and Withdrawal Policy

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NON-COMPLIANCE AND WITHDRAWAL POLICY

Pacific Coast Academy (the “School”) is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

~~The purpose of the Pacific Coast Academy Governing Board approving this Non-Compliance Policy is to accomplish the following:~~

- ~~1. Outline the Non-Compliance Process~~
- ~~2. Outline the Student’s Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs~~
- ~~3. Outline the Parent’s and Student’s Responsibility to Schedule, and participate in Monthly Learning Period meetings~~
- ~~4. Establish Communication Requirements for the Home School Teacher (HST)~~
- ~~5. Outline the Participation in Assigned Benchmark Testing~~
- ~~6. Signing and Returning Master Agreement Addendum~~
- ~~7. Outline the Non-Compliance Procedures~~
- ~~8. Outline the Procedures for the HST when sending the First Non-Compliance Letter~~
- ~~9. Outline the Procedures for the HST when sending the Second Non-Compliance Letter~~
- ~~10. Outline the Procedures for the Administrative Conference Call~~
- ~~11. Outline the Tiered Reengagement Process~~
- ~~12. Establish the Non-Compliance Timeline/Checklist~~
- ~~13. Outline the follow-up protocol if a student remains enrolled and falls back into Non-Compliance~~
- ~~14. Withdrawal Policy and Procedures~~

~~1.~~ Non-Compliance Process

The School’s Non-Compliance Process can be initiated if a student/family is found to have one or more of the following:

- Failure to provide a body of work for a learning period
- Three (3) missing assignments during any period of twenty (20) ~~business-school~~ days
- One or more missing Work Samples
- One or more missing Student Activity Logs (Attendance Logs)
- Missed or not scheduled one or more monthly learning period or other meetings
- Failure to meet with the Homeschool Teacher at least four times a semester for a minimum of eight times during the school year (unless the Executive Director has waived one of the in-person meetings)
- Has not responded to their Homeschool Teacher after three separate attempts (phone and email) over the course of (four) ~~business-school~~ days
- Has not participated in one or more assigned benchmark tests and received a valid ~~test~~ score; has not participated in state testing or alternative summative assessment as assigned and stated in the Master

Agreement

- ~~Has failed~~ Failure to sign and return a Master Agreement Addendum within 5 days of presentation
- Failure to comply with the Independent Study Policy or Master Agreement

~~2-~~ Student Work/Progress, Assignments/Work Samples, Student Activity Logs

It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty ~~business-school~~ days. It is also required that all HQTs, monitor work completion and progress for High School Students, if using an HQT. When any ~~pupil student~~ fails to provide a body of work for a learning period, ~~has three (3) missing assignments during any period of twenty (20) school days, or~~ has missed submitting one or more work samples, ~~or has missed one or more Student Activity Logs (Attendance Logs)~~, the HST should then start the Non-Compliance Process.

~~3-~~ Monthly Learning Period or Other Meetings

It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty ~~business-school~~ days. If the meeting is not successfully scheduled or held after two or more attempts, it could be determined that the family has not met the School's meeting expectations and the HST should start the Non-Compliance Process.

~~4-~~ Communication Requirements of the Home School Teacher

HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call and email message, followed by documentation in Contact Manager. If an initial communication pair (#1) is not responded to within two ~~business-school~~ days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the ~~Non-~~Compliance Process by sending Non-Compliance Letter #1. It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in ~~April~~ May, Letter #2 may be sent the following school year if the non-compliance issue remains the same.

~~5-~~ Participation In Assigned Benchmark Testing

Regular benchmark testing is important for understanding a student's learning progress and needs and is required as being a part of Pacific Coast Academy. Failure to participate in benchmark testing and receive a valid ~~test~~ score during the assigned assessment administration window is cause for starting the Non-Compliance policy, which may result in an administrative withdrawal.

~~6-~~ Signing and Returning Master Agreement Addendum

Before Pacific Coast Academy and the HST may continue with a student's education, any changes to the Master Agreement must be reflected in an addendum and signed by the student and student's education rights holder. As such, signing and returning a Master Agreement Addendum is integral to a student's successful education. Upon presentment, a Master Agreement Addendum must be signed and returned to the HST within 5 days.

7. Non-Compliance Procedures

The ~~compliance procedure~~ Non-Compliance Process can include two compliance letters and one Administrative Conference Call. If after the Administrative Conference Call, the student fails to meet expectations, and the plan of success set forth for the student is not followed, the student will be withdrawn from the School for at minimum, one academic school year.

8. First Non-Compliance Letter (Letter #1)

Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:

- Send Non-Compliance Letter #1 to the family using electronic means (ex. Adobe Sign).
- Document date letter was issued in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.
- Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
- Hold all Planning Amounts until the family is compliant.

9. Second Non-Compliance Letter (Letter #2)

Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five ~~business-school~~ days, the HST will:

- Attempt to call and email the family (Communication Pair #4)
- Determine a day and time to schedule an Administrative Conference Call with the parent(s)/ guardian(s), HST, ~~Regional Coordinator~~, and Senior Director, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6th school day from the date of the letter.
- Send Non-Compliance Letter #2 to the family using electronic means (ex. Adobe Sign).
- Document the date the letter was issued, the concern, and confirmation of receipt in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.

Letter #2 gives the student/family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Within five ~~business-school~~ days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative ~~Phone~~ Conference Call as scheduled in the letter.

~~In those situations where non-compliance is triggered solely by failure to participate in assigned benchmark testing during a testing window, the second non-compliance letter will be sent after a second failure to participate in assigned benchmark testing during the pertinent testing window.~~

In those situations where non-compliance is triggered solely by failure to return a Master Agreement Addendum within 5 days of presentment, only one non-compliance letter will be sent and an ~~administrative call~~ Administrative Conference Call will be scheduled within 5 days of that letter assuming continued non-

compliance.

It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in ~~April~~ May, Letter #2 may be sent the following school year if the non-compliance issue remains the same. Additionally, if a student is not in compliance at the beginning of the school year, the new school year Planning Amounts will not be provided until the student is no longer in non-compliance.

~~10.~~ Administrative Conference Call

Without satisfactory resolution to the issues/concerns, the HST will:

- Send out a conference call number to all participants.
- Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in the Contact Manager.
- Document date the Administrative Conference Call was held including a brief summary of the outcome in the Contact Manager.

The Administrative Conference Call shall be scheduled no later than the ~~5th~~ 6th day after ~~the second~~ Non-Compliance Letter #2 is sent to the Parent(s)/Guardian(s). If the Parent(s)/Guardian(s) do not cooperate in scheduling the Administrative Conference Call, the School may move forward with the administrative withdrawal process without holding the Administrative Conference Call.

A team composed of Parent(s)/Guardian(s), HST, Regional Coordinator and Senior Director must be present on the Administrative Conference Call. During this time the team will work towards resolution of the issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our Independent Study program.

If the Administration finds it is not in the best interest of the student to remain in Independent Study, then the student shall be withdrawn from the School by following the procedures in the School's ~~withdrawal policy~~ Non-Compliance and Withdrawal Policy.

If the student or parent does not attend the Administrative Conference Call, the student could be withdrawn from the School by following the ~~procedures in the~~ School's ~~withdrawal policy~~ Non-Compliance and Withdrawal Policy set forth herein.

~~11.~~ Tiered Reengagement

If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the School's approved instructional calendar, is found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction

in a school month as applicable by grade span, or is in violation of their Master Agreement, the School shall engage in the following tiered reengagement procedures ~~Any students that are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the Master Agreement, the School will start the tiered reengagement process. Tiered reengagement will consist of the following:~~

- Verification of current contact information for each enrolled student
- Notifying parents/guardians of lack of participation within one school day of the absence or lack of participation
- Outreach from the School to determine the student's needs, including connection with health and social services as necessary
- The Non-Compliance process outlined above (paragraph 1) will require a student-parent-educator conference to review the student's Master Agreement, and to reconsider the independent study program's impact on the student's achievement and well-being, consistent with the School's adopted Independent Study ~~Policy policies.~~
- Implement any other School programs intended to address chronic absenteeism, as applicable.

~~12.~~ Non-Compliance Timeline/Checklist

Concern/Issue Arises:

Step #1

The HST will call & email Family (Communication Pair #1)

- Wait 2 ~~business-school~~ days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #2

Step #2

The HST will call & email Family (Communication Pair #2)

- Wait 2 ~~business-school~~ days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #3
- ~~Document all contact in Contact Manager~~

Step #3

The HST will call & email Family (Communication Pair #3) + Send Non-Compliance Letter #1 (via electronic means)

- Hold Planning Amounts
- Wait 5 ~~business-school~~ days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #4
- ~~Document all contact in Contact Manager~~

Step #4

The HST will call & email Family (Communication Pair #4) and Send Non-Compliance Letter #2 that includes Administrative Conference Call (via electronic means)

- Hold Planning Amounts
- Wait 5 school days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #5
- ~~Document all contact in Contact Manager~~

Step #5

The HST, Regional Coordinator, and Senior Director will Hold Administrative Conference Call and determine best course of action.

- Follow School ~~withdrawal policy~~ Non-Compliance and Withdrawal Policy, if applicable, and document in Contact Manager

~~13.~~ Follow-Up Protocol

If a family falls back into Non-Compliance within the same semester with the same issue, the Non-Compliance Process would begin with STEP #4.

~~14.~~ Withdrawal Policy and Procedures

In addition to the Non-Compliance reasons for withdrawal, if Pacific Coast Academy discovers that a student enrolled in Pacific Coast Academy is no longer a resident of California, no longer a resident of a county in which Pacific Coast Academy may legally provide educational services, is concurrently enrolled in a private school, is concurrently enrolled in another public school, or otherwise may no longer legally be served by Pacific Coast Academy, the following procedures shall be followed to withdraw the student from Pacific Coast Academy.

Procedures for Withdrawing a Student

Pacific Coast Academy shall send the parent/guardian/~~educational rights holder~~ a notice of the ~~School~~ Pacific Coast Academy's intention to withdraw the student from the School and the reasons for that decision. The notice will be sent at least five days prior to the withdrawal of the student. The notice will inform the parent/guardian that the Education Code provides the parent/guardian/~~educational rights holder~~ with the right to a hearing adjudicated by a neutral officer within a reasonable number of days at which the ~~pupil student (s) have~~ has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse

witnesses, and at which the ~~pupil student (s) have has~~ the right to bring legal counsel or an advocate. This notice shall be written in the native language of the ~~pupil student~~ or the ~~pupil's student's~~ parent /~~or~~ guardian, or if the ~~pupil student~~ is a foster child or youth or a homeless child or youth, the ~~pupil's student's~~ educational rights' holder. ~~In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in 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.~~

This notice will ~~also~~ inform the parent/guardian/~~educational rights holder~~ that the student's enrichment opportunities and curriculum orders will be put on hold until the hearing is completed. The notice will also establish the date by which the hearing shall be scheduled. If the parent/guardian ~~or educational rights holder~~ requests a hearing within the five-day period, the parent/guardian ~~or educational rights holder~~ is required to cooperate to schedule the hearing within 10 days of the request for the hearing. If a parent/guardian ~~or educational rights holder~~ does not cooperate in scheduling the hearing and the hearing is not scheduled within 10-days (absent extraordinary circumstances in the sole discretion of the Executive Director), the parent/guardian ~~or educational rights holder~~ waives his/her/their rights to the hearing. Additionally, if a parent/guardian/~~educational rights holder~~ fails to attend the scheduled hearing, the hearing will continue without the presence of the parent/guardian/~~educational rights holder~~. In that event, the student may be withdrawn and the decision of the hearing officer will be final.

If the parent/guardian invokes said rights, the ~~School Pacific Coast Academy~~ will not disenroll the ~~pupil student~~ until ~~it~~ the hearing officer has reached a final decision. The decision of the ~~School~~ hearing officer is final and cannot be appealed.

In addition, the parent/guardian will be sent a Charter School Complaint Notice in the form provided by the California Department of Education at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>

The Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School

Pacific Coast Academy shall not encourage a pupil currently attending the school to disenroll or transfer to another school for any reason, including but not limited to, academic performance of the ~~pupil student~~ or because the ~~pupil student~~ exhibits any of the following characteristics: ~~pupils students~~ with disabilities, academically low-achieving ~~pupils students~~, English learners, neglected or delinquent ~~pupils students~~, homeless ~~pupils students~~, or ~~pupils students~~ who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or ~~pupils students~~ based on nationality, race, ethnicity or sexual orientation.

Notification of the Withdrawal

Once the student has been withdrawn from Pacific Coast Academy, the parent/guardian/~~educational rights holder~~ will be notified of the withdrawal and advised to enroll the student immediately in a school that may legally serve that student. A copy of this notice shall be placed in the student's cumulative file. The student's ~~teacher~~ HST will also be notified of the withdrawal.

Notification of the District of Residence

Regardless of withdrawal type, If a student of compulsory attendance age leaves the charter school without

graduating or completing the school year for any reason, and the charter school does not receive proof of enrollment in a new public or private school, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

Coversheet

Title IX Policy

Section:	IV. Consent Agenda
Item:	E. Title IX Policy
Purpose:	
Submitted by:	
Related Material:	PCA Title IX Policy_Rev 06.27.2024_RESCINDED.pdf PCA Title IX Policy_v4_Rev 09.28.2023_RED 3.5.25.pdf



Pacific Coast Academy

Title IX Policy

Policy to be Rescinded

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Policy to be Rescinded

TITLE IX POLICY

Pacific Coast Academy (“Charter School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sex-based harassment, in Charter School’s education programs and activities. The Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

This Title IX Policy (“Policy”) details Charter School’s commitment to maintain a learning environment that is free from sex discrimination, including sex-based harassment and provides a grievance process for allegations of sex discrimination as defined under Title IX. Any individual can report sex discrimination at Charter School to Charter School staff (e.g., Homeschool Teacher, Executive Director, etc.), and Charter School will take appropriate action in accordance with this Policy.

Sex discrimination can be discrimination on the basis of sex, including on the bases of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, and, for that reason, any such behavior is a violation of state and federal laws and a violation of this Policy. Charter School considers sex discrimination to be a major offense which can result in the suspension or expulsion of students and termination of employees.

DEFINITION OF SEX-BASED HARASSMENT UNDER TITLE IX

Sex-Based Harassment is a form of sex-discrimination and means sexual harassment and other harassment on the basis of sex, including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity that its either quid pro quo harassment or hostile environment harassment. Specific offenses of sex-based harassment include:

- Sexual assault
- Dating violence
- Domestic violence
- Stalking

DEFINITION OF SEXUAL HARASSMENT UNDER CALIFORNIA LAW

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or

academic decisions affecting the individual.

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Charter School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Charter School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

SEX EQUITY IN EDUCATION ACT STATEMENT

Students have all the rights set forth in Education Code section 221.8 (as applicable to Charter School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website:

<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

TITLE IX GRIEVANCE PROCEDURES FOR SEX-BASED DISCRIMINATION

I. SCOPE AND JURISDICTION

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sex Discrimination" under Title IX. Charter School employees or students may submit formal complaints of sex discrimination for investigation under this Policy. sex discrimination under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

- A Charter School employee, agent or other person authorized by the Charter School to provide an aid, benefit or service under the Charter School's education program or activity explicitly or implied conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcomed sexual conduct (Quid Pro Quo Harassment).
- Unwelcomed sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe, pervasive, and objectively offensive that it limits or denies a person's ability to participate in or benefit from the Charter School's education program or activity.
- Whether a hostile environment has been created is a fact specific inquiry that includes consideration of many factors identified in 34 C.F.R. § 106.2.

II. TITLE IX PERSONNEL

Charter School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of sex discrimination formal complaints as outlined in this Policy:

Title: Director of School Support

Address: 13915 Danielson Street, Suite 200 Poway, CA 92064

Phone: (619) 215-0704

Email: schoolsupport@pacificcoastacademy.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

Investigator

The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.

Decision-Maker

The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal

complaint.

Title IX Appeals Officer

If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. REPORTING ALLEGATIONS OF SEX DISCRIMINATION

Any individual (e.g., a student or employee who is alleged to be a victim of sex discrimination or a parent/guardian of a student who is alleged to be a victim of sex discrimination), may report sex discrimination directly to the Charter School's Title IX Coordinator, or to any other available Charter School employee who shall immediately inform the Title IX Coordinator.

Additionally, any employee of the Charter School shall notify the Title IX Coordinator when that employee has information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations.

Reports of sex discrimination can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. CHARTER SCHOOL'S INITIAL RESPONSE TO A REPORT OF SEX DISCRIMINATION

Upon receipt of any report of sex discrimination, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

Contact Complainant and Determine Need for Supportive Measures

The Title IX Coordinator will contact the complainant and respondent¹ to offer and coordinate supportive measures to stop the discrimination, protect students, and ensure access to the educational program if a formal complaint or an informal resolution process has been initiated by the complainant. If a formal complaint was not filed, the Title IX Coordinator shall offer and coordinate supportive measures for the complainant and explain to complainant (or the other person reporting the behavior) the right to file a formal complaint and the process for filing a formal complaint. A formal complaint may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator. The Title IX Coordinator shall initiate the complaint procedures in response to a complaint.

- Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment.

The Title IX Coordinator is responsible for implementing the supportive measures.

¹ The “complainant” is the individual who is alleged to be the victim of conduct that could constitute sex discrimination. The “respondent” refers to the individual who is alleged to have violated the Charter School’s prohibition on sex discrimination. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

- The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School’s decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.
- The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party’s access to the education program or activity, or when a legal exception applies.

In the event there is no complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following: 1) The complainant’s request not to proceed with initiation of a complaint; 2) The complainant’s reasonable safety concerns regarding initiation of a complaint; 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated; 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence; 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School; 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals; 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School’s education program or activity.

Determine Need for Emergency Removal

The Title IX Coordinator will undertake an individualized safety and risk analysis to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity.

- Charter School may determine that removal from the educational program or activity is justified due to an imminent and serious threat to the health or safety of the complainant, any student(s) or other individual arising from the allegations. Charter School will conduct an individualized safety and risk analysis before the removal. Charter School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- If the respondent is a student, Charter School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
- If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

V. INITIAL REVIEW OF FORMAL COMPLAINT

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of sex discrimination under Title IX as described above. Charter School may consolidate multiple formal complaints where the allegations of sex discrimination arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Charter School policy (e.g., Uniform Complaint Procedures).

Informal Resolution Process

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

VI. MANDATORY OR PERMISSIVE DISMISSAL OF FORMAL COMPLAINT

Under certain circumstances, a complaint may be dismissed by the Charter School. The Charter School will endeavor to make this determination no more than **ten (10) calendar days** from the date it receives the formal complaint.

The Charter School may dismiss a formal complaint if they determine any of the following:

- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its implementing regulations;
- The respondent is no longer enrolled in, or employed by, Charter School; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its implementing regulations, although the Charter School must first make reasonable efforts to clarify the allegations with the complainant.

Written Notice of Dismissal

If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent, if respondent has been notified of the allegations) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another Charter School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of Charter School's intent to investigate the complaint through that grievance procedure.

VII. TITLE IX GRIEVANCE PROCEDURES

If the Title IX Coordinator does not dismiss the formal complaint, Charter School will initiate the following Title IX Grievance Procedures and issue a Written Decision. Charter School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

Both the complainant and respondent shall have an equal opportunity to present fact witnesses or other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Charter School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. Charter School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

Questioning Parties and Witnesses by Decision-Maker

To the extent the credibility of a party (complainant or respondent) or a witness is both in dispute and relevant to evaluating one or more allegations of sex discrimination, the Decision-Maker will set a formal meeting with the party or witness to question the individual. Before the formal meeting, the Decision-Maker will solicit questions to be asked by each party of that individual.

Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- Identification of the allegations potentially constituting Sex Discrimination.
- A description of the procedural steps taken by Charter School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).

- Findings of fact supporting the determination.
- Conclusions regarding the application of Charter School's policies to the facts.
- A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Charter School imposes on the respondent, and whether remedies designed to restore or preserve equal access to Charter School's educational program will be provided by Charter School to the complainant.
- Charter School's procedures and permissible bases for either party to appeal the decision.

Remedies

If Charter School determines that the respondent engaged in sex discrimination, Charter School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed sex discrimination, Charter School will take appropriate disciplinary action, up to and including termination, in accordance with Charter School's policies and as permitted by law.

VIII. APPEALS

Either party may appeal Charter School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

- A procedural irregularity affected the outcome.
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Charter School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. RECORD KEEPING

Charter School will maintain for a period of seven (7) years records pertaining to Title IX sex discrimination allegations in accordance with 34 CFR section 106.8(f), as well as all material used to train Title IX Personnel.

TITLE IX SEX DISCRIMINATION COMPLAINT FORM

Instructions	
This form can be completed by any individual who has knowledge of a sex discrimination conduct occurring within an education program or activity of Pacific Coast Academy (Charter School). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact Charter School's Title IX Coordinator listed below.	
Contact Information and Complainant's (Victim) Information	
Full Name of the Person Filing the Complaint:	
Address:	
Phone:	Email:
School Name:	
Complainant's (Victim) Full Name (if different from above):	
Respondent's (Accused) Information	
Respondent's Full Name:	
Is the accused a Charter School student? <input type="checkbox"/> No <input type="checkbox"/> Yes	
If yes, what is the student's grade and relation to complainant:	
Is the accused a Charter School staff member? <input type="checkbox"/> No <input type="checkbox"/> Yes	
If yes, what is the staff member's relation to the complainant (e.g., teacher):	
If no, what is the accused's affiliation to Charter School:	
Details of Complaint	
Date of the Alleged Incident(s):	Location of Alleged Incident(s):
Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator:	
Did the discrimination occur at Charter School or during a Charter School activity? If so, please describe:	
Did this incident interfere with your ability to access or participate in Charter School programs or activities? If so, please describe:	
List the individuals involved in the relevant incident(s):	
List any witnesses to the incident(s):	
Acknowledgements	
By submitting this form to Charter School's Title IX Coordinator, I wish to initiate Charter School's formal Title IX Grievance Procedures.	
Signature of Complainant:	Date:
<p align="center">Once you have completed this form, please submit it to the Title IX Coordinator</p> <p align="center">13915 Danielson Street, Suite 200 Poway, CA 92064 * schoolsupport@pacificcoastacademy.org * (619) 215-0704</p>	



Pacific Coast Academy

Title IX Policy

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TITLE IX POLICY

Pacific Coast Academy ("Charter School") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 ("Title IX") prohibits discrimination on the basis of sex, including sexual harassment, in Charter School's education programs and activities.

This Title IX Policy ("Policy") details Charter School's commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at Charter School to Charter School staff (e.g., Homeschool Teacher, Executive Director, etc.), and Charter School will take appropriate action in accordance with this Policy.

~~Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this Policy. Charter School considers sexual harassment to be a major offense which can result in the suspension or expulsion of students and termination of employees.~~

~~DEFINITION OF SEXUAL HARASSMENT UNDER CALIFORNIA LAW~~

~~California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:~~

- ~~● Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.~~
- ~~● Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.~~
- ~~● The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.~~
- ~~● Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.~~

~~Sexual harassment may include, but is not limited to:~~

- ~~● Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.~~
- ~~● Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.~~
- ~~● Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.~~

- ~~Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.~~

~~Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:~~

~~http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.~~

~~The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Charter School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Charter School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.~~

~~SEX EQUITY IN EDUCATION ACT STATEMENT~~

~~Students have all the rights set forth in Education Code section 221.8 (as applicable to Charter School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:~~

~~http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8.~~

~~For more information about Gender Equity/Title IX, please visit the following CDE website:~~

~~<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.~~

TITLE IX GRIEVANCE PROCEDURES FOR SEXUAL HARASSMENT

I. SCOPE AND JURISDICTION

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. Charter School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

- A Charter School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcomed sexual conduct.

- Unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity.
- Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

If a complaint does not fall within these definitions, a different complaint procedure may be utilized to resolve the complaint.

II. TITLE IX PERSONNEL

Charter School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Name: **Yolanda Osborne**

Title: Director of School Support

Address: 13915 Danielson St. #200, Poway, CA 92064

Phone: (619) 215-0704

Email: schoolsupport@pacificcoastacademy.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

Investigator

The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.

Decision-Maker

The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.

Title IX Appeals Officer

If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. REPORTING ALLEGATIONS OF SEXUAL HARASSMENT

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the Charter School's Title IX Coordinator, or to any other available Charter School employee who shall immediately inform the Title IX Coordinator.

Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. CHARTER SCHOOL'S INITIAL RESPONSE TO A REPORT OF SEXUAL HARASSMENT

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

Contact Complainant and Determine Need for Supportive Measures

The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

- Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

Determine Need for Emergency Removal

The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.

- Charter School may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. Charter School will conduct an individualized safety and risk analysis before the removal. Charter School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- If the respondent is a student, Charter School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
- If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

¹ The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The

“respondent” refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

V. INITIAL REVIEW OF FORMAL COMPLAINT

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. Charter School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy’s grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Charter School policy (e.g., Uniform Complaint Procedures).

Informal Resolution Process

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, Charter School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

VI. MANDATORY OR PERMISSIVE DISMISSAL OF FORMAL COMPLAINT

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

Mandatory Dismissal

The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:

- The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
- The alleged conduct did not occur in Charter School’s education program or activity; or
- The alleged conduct did not occur against an individual in the United States.

Permissive Dismissal

The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:

- The complainant has notified Charter School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
- The respondent is no longer enrolled in, or employed by, Charter School; or
- Specific circumstances prevent Charter School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal

If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the “Appeals” section below.
- If the Title IX Coordinator determines another Charter School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of Charter School’s intent to investigate the complaint through that grievance procedure.

VII. TITLE IX GRIEVANCE PROCEDURES

If the Title IX Coordinator does not dismiss the formal complaint, Charter School will initiate the following Title IX Grievance Procedures and issue a Written Decision. Charter School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the

Investigator.

Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Charter School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. Charter School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- Identification of the allegations potentially constituting Sexual Harassment.
- A description of the procedural steps taken by Charter School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- Findings of fact supporting the determination.
- Conclusions regarding the application of Charter School's policies to the facts.
- A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Charter School imposes on the respondent, and whether remedies designed to restore or preserve equal access to Charter School's educational program will be provided by Charter School to the complainant.
- Charter School's procedures and permissible bases for either party to appeal the decision.

Remedies

If Charter School determines that the respondent engaged in Sexual Harassment, Charter School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, Charter School will take appropriate disciplinary action, up to and including termination, in accordance with Charter School's policies and as permitted by law.

VIII. APPEALS

Either party may appeal Charter School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

- A procedural irregularity affected the outcome.

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Charter School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. RECORD KEEPING

Charter School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

TITLE IX SEXUAL HARASSMENT COMPLAINT FORM

Instructions	
This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of Pacific Coast Academy (Charter School). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact Charter School's Title IX Coordinator listed below.	
Contact Information and Complainant's (Victim) Information	
Full Name of the Person Filing the Complaint:	
Address:	
Phone:	Email:
School Name:	
Complainant's (Victim) Full Name (if different from above):	
Respondent's (Accused) Information	
Respondent's Full Name:	
Is the accused a Charter School student? <input type="checkbox"/> No <input type="checkbox"/> Yes	
If yes, what is the student's grade and relation to complainant:	
Is the accused a Charter School staff member? <input type="checkbox"/> No <input type="checkbox"/> Yes	
If yes, what is the staff member's relation to the complainant (e.g., teacher):	
If no, what is the accused's affiliation to Charter School:	
Details of Complaint	
Date of the Alleged Incident(s):	Location of Alleged Incident(s):
Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator:	
Did the harassment occur at Charter School or during a Charter School activity? If so, please describe:	
Did this incident interfere with your ability to access or participate in Charter School programs or activities? If so, please describe:	
List the individuals involved in the relevant incident(s):	
List any witnesses to the incident(s):	
Acknowledgements	
By submitting this form to Charter School's Title IX Coordinator, I wish to initiate Charter School's formal Title IX Grievance Procedures.	
Signature of Complainant:	Date:
<p>Once you have completed this form, please submit it to the Title IX Coordinator: Yolanda Osborne 13915 Danielson St. #200, Poway, CA 92064 * schoolsupport@pacificcoastacademy.org * (619) 215-0704</p>	

Coversheet

Employee Expense Policy

Section:	IV. Consent Agenda
Item:	F. Employee Expense Policy
Purpose:	
Submitted by:	
Related Material:	PCA Employee Expense Policy_Rev 1.27.25_RED 2.25.25.pdf



Pacific Coast Academy

Employee Expense Policy

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EMPLOYEE EXPENSE POLICY

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

TRAVEL

MILEAGE

While COVID-19 related restrictions and the virtual instruction platforms in place, most employees are not expected or required to travel in order to discharge any duties on behalf of the School. Accordingly, such employees are not eligible for travel reimbursements at this time (including, but not limited to, in-person attendance 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 ~~or they can submit receipts and seek reimbursements for their actual costs. The option will be in place of reimbursements.~~ An employee can choose reimbursement or allowance but not both. ~~To qualify for reimbursement or per diem, employees must provide evidence of approved overnight travel, including documentation of the conference, meeting, or event they are attending, and receive prior approval from management for the trip.~~

~~If choosing reimbursement, the total amount of reimbursement must not exceed the total approved per day. All food must be purchased for the employee only and will be limited to \$25 for Breakfast, \$35 for Lunch, and \$55 for Dinner, and not to exceed \$115 per day. No alcohol will be reimbursed and itemized receipts must be submitted. If an employee goes over the allotted amount, or does not have an itemized receipt, the employee will have to pay out of pocket for the expenses. Any meals provided by the conference or school will be deducted from the total allowable reimbursement amount.~~

~~If choosing per diem, The the per diem will be paid through their regular paycheck and is intended to cover food and incidental 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. ~~Any meals provided by the conference or school will be deducted from the total per diem amount received by the staff.~~

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

2024-2025 Compensation Policy and Stipend Chart

Section: IV. Consent Agenda
Item: G. 2024-2025 Compensation Policy and Stipend Chart
Purpose:
Submitted by:
Related Material: PCA 2024-25 Stipend Chart_Rev 12.13.2024_RED 2.28.25.pdf

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Advance Placement (AP) Coordinator	\$6,000	Paid to AP Coordinator who applied and received the position to coordinate AP program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Advance Placement (AP) Teacher	\$1,500	Paid to HQT who applied and received the position to teach one or more AP Course(s).	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Art Program Lead	\$12,000	Paid to a credentialed HST who applied and received the position.	Eligibility starts at the beginning of the school year or once the position begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
California Healthy Youth Act (CHYA)	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Community Day Lead	\$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
Counselor Extra Section	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4 th section
Curriculum Support Coordinator	\$10,000	Paid to the Curriculum Support Coordinator who applied and received the position to coordinate curriculum support.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May.	N/A
Curriculum Support	\$1,000 per course	Paid to HSTs and HQTs who applied and received the position to re-write/develop supporting documents for course outlines.	Eligibility starts at the beginning of the school year.	Paid in 2 installments in December and May. The total stipend amount includes any necessary revision work assigned by supervisor and/or the UC Course Management Portal and will only be paid to current employees.	N/A
DevOps Team Lead	\$650 per month (\$7,800 for 12 months)	Assigned Position: Paid to current DevOps staff who applied and received the DevOps Team Lead position.	Eligibility begins upon receiving the position.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
Elevate Teacher Lead	\$8,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Enrichment Team Lead	\$650 per month (\$7,800 for 12 months)	This position is open to current PCA Enrichment Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Extra Student	\$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST & MS/HS HST: 28 RC 16 MS/HS RC: 10 Intervention/EL: 28
Extra Student High School	\$50/month/ high school student over required roster limit	If the Executive Director assigns additional high school students to the employee's roster over the designated amount, the employee will be compensated for those students. The employee will receive \$50/month per high school student.	Eligibility starts once the employee is full-time, and students are assigned at the Executive Director's discretion. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount: Middle/High School HST: 19 HS Students, Middle/High School RC: 11 HS Students
High School Academic Support Coordinator	\$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Highly Qualified Teacher Extra Students	\$200/month	Provided to single subject credentialed teachers who teach additional students beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar	220-239 Students: \$200/month 240-259 Students: \$400/month 260-279 Students: \$600/month 280-299 Students: \$800/month

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Highly Qualified Teacher Summer School Content	\$32.24/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
HST Summer School	\$32.24/hour	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$2,000 per teacher trained	Paid to credentialed teachers who work with teachers who are working toward clearing their credential. Suggested two year commitment.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 9 months; September - May. Will be prorated based on period of service during the school year.	N/A
Library Team Lead	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	\$3,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Mileage Regional Coordinators & Senior Directors	\$5,000 per year	Senior Directors and Regional Coordinators who must travel to monthly meetings, conferences, and events.	Eligibility aligns with the employees' pay schedule.	SD paid 12 months; July - June. RC Paid bimonthly over 10 months; August - May. Both will be prorated based on period of service during the school year.	N/A
Occupational Therapist Extended School Year (ESY)	\$3,500	Paid to Occupational Therapists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
Online Teacher Sub	\$32.24/hour with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Overnight Chaperone	\$500 per night	Paid to a PCA Staff member who applied and received the position.	Eligibility starts on the first night of acting as an overnight chaperone.	Paid as a lump sum after completion of the work.	N/A
PCA Parent Partner Workshops	\$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: New Presentations	\$500 per presentation, max \$2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
PCA Presents: Repeat Presentations	\$250 per presentation; max \$500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	\$40 per session for any additional sessions attended beyond the requirement.	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	Will be determined each semester.
Phone/ Internet/ Utilities	\$1,500	Provided to all employees for work expense, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	\$62.50 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A
Professional Development and Data Lead	\$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for the Professional Development Director.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
Robotics Teacher (Competition Team)	\$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
School Support Program Lead/School Support HST Lead	\$8,000	Assigned Position: Paid to a credentialed teacher who applied and received a School Support Lead position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SCSA Extra Duties	\$100/month/ student for any SCSA student after the designated amount.	Provided to HST who serve SCSA students.	Eligibility starts once the HST is full-time, and the HST agrees to the SCSA assignment. Students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount HST & MS/HS HST: 28 RC 16 MS/HS RC: 10 Intervention/EL: 28
SCSA Extra Duties - SPED	Staff's hourly rate as currently placed on the salary schedule.	Provided to SPED Teacher, Program Specialist, and Assessment Staff who serve SCSA students.	Eligibility starts at the beginning of the school year or once the student enrolls and SPED services are needed.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
Spark Co-Teacher	\$3,000 per semester	Assigned Position: Paid to a designated HST who applied and received the position to help facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28
Spark Teacher	\$6,000 per semester	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28
Spark Teacher Extra Workload	\$500 per semester	Assigned Position: Paid to a designated HST who's Spark roster exceeds the average threshold and has been assigned a designated Spark Co-Teacher.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Spark Teacher Lead	\$8,000	Assigned Position: Paid to a certificated teacher who assists in overseeing operations of the Spark Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
SPED Assessment Team Overage	\$150 per additional assessment	Education specialists completing more than 15 assessments per month will be provided \$150 for each additional assessment.	Stipend is earned after the IEP meeting is held.	Paid as lump sum after completion of the work.	15
SPED Extended School Year (ESY)	\$4,000	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
SPED Extended School Year (ESY) Teacher Lead	\$1,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY	Paid as lump sum after completion of the work	N/A
SPED Extra Hours Work	\$310 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (ex. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = \$1,500 Up to .5 in-person (20 hours per week) = \$3,000 Up to .75 in-person (30 hours per week) = \$4,500 Up to 1.0 - in-person (40 hours per week) = \$6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED School Psychologist Lead	\$4,000	Assigned Position: Paid to a credentialed school psychologist who supports the other school psychologists in the field of special education assessment.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months: August-May. Will be prorated based on period of service during the school year.	N/A
SPED Speech Pathologist Extended School Year (ESY)	\$5,000	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
SPED Speech Pathologist Lead	\$4,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first workday.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
SPED Teacher Extra Student	Mild/Moderate \$150/month per extra student. Moderate/Severe \$400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive \$150/month per student in the Mild/Moderate program, \$400/month per student in the Moderate/Severe program.	Eligibility starts once rosters surpass required roster limits.	Paid bimonthly over 10 months; August - May.	Mild/Mod 22 Mod/Severe 9
SPED Teacher Lead	\$3,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
SPED Training/ Planning	\$300 per each day of training	With Director pre-approval, staff involved in full-day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Success Squad Teacher	\$3,000 per semester	Paid to a designated HST who applied and received the position to facilitate online instruction for the Success Squads Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 5 months; August - December (for work done in semester 1) and January - May (for work done in semester 2). Will be prorated based on period of service during the school year.	28
Summer Teacher Lead	\$43.00 per hour	Paid to certificated teachers in lead positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts during the beginning of June.	Paid bimonthly for the month of June.	N/A
Testing & Data Team Lead	\$8,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
TK ECE Cohort Completion	\$2,000	Paid to HSTs upon completion of the Early Childhood Education 12-unit course sequence with the cohort through UCLA Extension and the assigned TK work duties (TK Park Days, TK Parent and Teacher Workshops, TK Resource Website).	Eligibility is earned after course sequence and assigned work has been completed.	Paid as lump sum after completion of work.	N/A
TK Park Day Teacher	\$1,000	Assigned Position: Paid to a credentialed teacher on the TK ECE Cohort team for organizing and facilitating various TK Park day activities.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of work.	28

Pacific Coast Academy
2024-25 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Training/ Planning	\$325 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Coversheet

2025-2026 Compensation Policy and Stipend Chart

Section: IV. Consent Agenda
Item: H. 2025-2026 Compensation Policy and Stipend Chart
Purpose:
Submitted by:
Related Material: Admin and Director 2025-26_RED 3.4.25.pdf
Certificated Support 2025-26_RED 3.4.25.pdf
Classified 228 2025-26_RED 3.4.25.pdf
Counselor 2025-26_RED 3.4.25.pdf
Classified 191 2025-26_RED 3.4.25.pdf
HS Program Coordinator 2025-26 Red 3.4.25 - 21_37PM - Sheet1.pdf
HST Middle and High School 2025-26_RED 3.4.25.pdf
Coordinator 2025-26_RED 3.5.25.pdf
Team Principal - Secondary Education 2025-26_RED 3.4.25.pdf
Student--Support-Crisis-504--Coordinator 2025-26_RED 3.4.25.pdf
Ed Specialist & Adapted PE 2025-26_RED 3.4.25.pdf
HQT 2025-26_RED 3.4.25.pdf
Team Principal 2025-26_RED 3.4.25.pdf
HST 2025-26_RED 3.4.25.pdf
2025-26 Tech Salary_Rev 03.06.2025.pdf

Administrator and Director 2025-26

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director
1	\$71,800	\$126,300	\$139,000	\$175,600	\$144,500
2	\$74,000	\$128,700	\$142,200	\$187,128	\$147,800
3	\$76,300	\$131,000	\$145,500	\$196,394	\$150,100
4	\$78,400	\$133,500	\$148,900	\$200,801	\$155,000
5	\$80,700	\$136,100	\$152,200	\$205,886	\$158,300
6	\$82,900	\$138,600	\$155,500	\$210,858	\$162,200
7	\$85,500	\$141,200	\$158,800	\$216,395	\$165,500
8	\$88,300	\$144,000	\$163,300	\$220,689	\$169,300
9	\$91,100	\$146,700	\$166,500	\$225,209	\$173,200
10	\$94,000	\$149,000	\$170,500	\$230,859	\$177,600
11	\$96,700	\$151,700	\$174,300	\$237,074	\$181,000
12	\$99,400	\$155,500	\$178,700	\$243,289	\$185,800
13	\$102,200	\$158,900	\$182,500	\$249,504	\$188,600
14	\$105,500	\$162,200	\$184,500	\$254,250	\$192,000
15	\$108,200	\$165,500	\$185,400	\$259,900	\$194,200
16	\$111,000	\$169,500	\$189,900	\$262,500	\$198,900
17	\$111,000	\$169,500	\$189,900	\$262,500	\$198,900
18	\$113,800	\$173,600	\$194,500	\$265,200	\$203,700
19	\$113,800	\$173,600	\$194,500	\$265,200	\$203,700
20	\$116,700	\$177,800	\$199,200	\$267,900	\$208,600
21	\$116,700	\$177,800	\$199,200	\$267,900	\$208,600
22	\$119,700	\$182,100	\$204,000	\$270,600	\$213,700
23	\$119,700	\$182,100	\$204,000	\$270,600	\$213,700
24	\$122,700	\$186,500	\$208,900	\$273,400	\$218,900
25	\$122,700	\$186,500	\$208,900	\$273,400	\$218,900

Off-Cycle

\$225,000 - \$299,000

Certificated Support 2025-26

PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	17	19	21	23	25
Salary	\$115,300	\$117,600	\$120,000	\$122,500	\$125,000	\$127,600	\$130,200	\$133,000	\$135,700	\$137,200	\$138,700	\$142,500	\$146,400	\$150,400	\$154,500	\$158,700	\$165,500	\$169,700	\$174,000	\$178,400

SCHOOL PSYCHOLOGIST * EDUCATIONALLY RELATED MENTAL HEALTH SERVICES COUNSELOR

Step	1	3	5	7	9	11	13	15	17	19	21	23	25
Salary	\$91,400	\$94,700	\$99,500	\$104,400	\$109,600	\$115,100	\$118,000	\$121,000	\$124,100	\$127,300	\$130,500	\$133,800	\$137,200

SPEECH/LANGUAGE PATHOLOGIST

Step	1	3	5	7	9	11	13	15	17	19	21	23	25
Salary	\$83,600	\$87,900	\$92,500	\$97,500	\$102,500	\$107,700	\$110,400	\$113,200	\$116,100	\$119,100	\$122,100	\$125,200	\$128,400

NURSE * ORIENTATION AND MOBILITY SPECIALIST * DEAF/HARD OF HEARING TEACHER * VISUAL IMPAIRMENTS TEACHER

Step	1	3	5	7	9	11	13	15	17	19	21	23	25
Salary	\$79,500	\$83,500	\$87,100	\$91,500	\$96,000	\$100,900	\$103,500	\$106,100	\$108,800	\$111,600	\$114,400	\$117,300	\$120,300

OCCUPATIONAL THERAPIST * PHYSICAL THERAPIST * MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1	3	5	7	9	11	13	15	17	19	21	23	25
Salary	\$79,700	\$83,800	\$88,200	\$92,900	\$97,800	\$102,800	\$105,400	\$108,100	\$110,900	\$113,700	\$116,600	\$119,600	\$122,600

Classified 228 -- 2025-26

Year	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
Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
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	\$27.54	\$27.54	\$28.23	\$28.23	\$28.94	\$28.94	\$29.66	\$29.66	\$30.40	\$30.40	\$31.16	\$31.16	\$31.94
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	\$30.36	\$30.36	\$31.12	\$31.12	\$31.90	\$31.90	\$32.69	\$32.69	\$33.51	\$33.51	\$34.35	\$34.35	\$35.21
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	\$32.29	\$32.29	\$33.09	\$33.09	\$33.92	\$33.92	\$34.77	\$34.77	\$35.64	\$35.64	\$36.53	\$36.53	\$37.44
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	\$39.21	\$39.21	\$40.19	\$40.19	\$41.19	\$41.19	\$42.22	\$42.22	\$43.28	\$43.28	\$44.36	\$44.36	\$45.47

Counselor 2025-26

PAY SCALE GROUP	PAY SCALE LEVEL																
Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A	\$81,200	\$81,200	\$81,200	\$81,200	\$81,200	\$85,200	\$85,200	\$88,100	\$89,700	\$91,300	\$93,000	\$95,400	\$97,800	\$100,300	\$102,900	\$105,500	\$109,800
(Minimum)																	
C	\$81,200	\$81,200	\$81,200	\$82,500	\$82,500	\$83,700	\$86,900	\$90,200	\$93,600	\$97,000	\$100,600	\$103,200	\$105,800	\$108,500	\$111,300	\$114,100	\$118,700
(+ 28 points)																	
D	\$81,200	\$84,100	\$87,400	\$90,900	\$94,200	\$97,500	\$101,000	\$104,500	\$108,200	\$112,000	\$116,000	\$118,900	\$121,900	\$125,000	\$128,200	\$131,500	\$136,800
(+ 42 points)																	
E	\$84,100	\$84,100	\$87,400	\$90,900	\$94,200	\$98,500	\$102,000	\$105,500	\$109,200	\$113,500	\$118,000	\$121,000	\$124,100	\$127,300	\$130,500	\$133,800	\$139,200
(+ 56 points)																	

Classified 191 -- 2025-26

Year	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
Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
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	\$27.54	\$27.54	\$28.23	\$28.23	\$28.94	\$28.94	\$29.66	\$29.66	\$30.40	\$30.40	\$31.16	\$31.16	\$31.94
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	\$30.36	\$30.36	\$31.12	\$31.12	\$31.90	\$31.90	\$32.69	\$32.69	\$33.51	\$33.51	\$34.35	\$34.35	\$35.21
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	\$52.69	\$52.69	\$54.00	\$54.00	\$55.35	\$55.35	\$56.74	\$56.74	\$58.15	\$58.15	\$59.61	\$59.61	\$61.10

High School Program Coordinator																	
Year	1	2	3	4	5	6	7	8	9	10	11	13	15	17	19	21	25
Salary	\$108,300	\$110,600	\$113,000	\$115,500	\$118,000	\$120,600	\$123,200	\$126,000	\$128,700	\$132,000	\$135,300	\$138,700	\$142,200	\$145,800	\$149,500	\$153,300	\$159,500
New Brackets																	
Years 13-21 - Increase every 2 years: 2.5%																	
Year 25 - Increase: 4.0%																	

HST Middle and High School 2025-26

PAY SCALE GROUP	PAY SCALE LEVEL																
Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A (Minimum)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$88,300	\$90,300	\$92,400	\$92,400	\$94,500	\$96,700	\$98,900	\$101,200	\$103,500	\$107,300
C (+ 28 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$88,300	\$88,300	\$90,300	\$90,300	\$92,400	\$94,500	\$96,700	\$98,900	\$101,200	\$103,500	\$105,900	\$108,300	\$112,300
D (+ 42 points)	\$86,100	\$86,100	\$86,100	\$88,300	\$88,300	\$90,300	\$90,300	\$92,400	\$95,500	\$99,900	\$104,600	\$107,000	\$109,500	\$112,000	\$114,600	\$117,300	\$121,600
E (+ 56 points)	\$86,100	\$86,100	\$86,100	\$88,800	\$90,300	\$92,400	\$95,500	\$98,800	\$102,300	\$106,000	\$109,900	\$114,000	\$116,600	\$119,300	\$122,100	\$125,000	\$129,600

Coordinator 2025-26

Year	1	2	3	4	5	6	7	8	9	10	11	13	15	17	19	21	25
Salary	\$103,300	\$105,600	\$108,000	\$110,500	\$113,000	\$115,600	\$118,200	\$121,000	\$123,700	\$125,000	\$126,300	\$129,500	\$132,800	\$136,200	\$139,700	\$143,200	\$149,000

Team Principal - Secondary Education 2025-26

Year	1	2	3	4	5	6	7	8	9	10	11	13	15	17	19	21	25
Salary	\$125,300	\$127,600	\$130,000	\$132,500	\$135,000	\$137,600	\$140,200	\$143,000	\$145,700	\$147,200	\$148,700	\$152,500	\$156,400	\$160,400	\$164,500	\$168,700	\$175,500

Student Support - Students in Crisis - 504 Coordinator 2025-26

PAY SCALE GROUP	PAY SCALE LEVEL																
Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A (Minimum)	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$83,600	\$86,200	\$88,400	\$90,700	\$93,000	\$95,400	\$97,800	\$101,800
B (+ 14 points)	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$83,600	\$83,600	\$83,600	\$83,600	\$85,700	\$87,900	\$90,100	\$92,400	\$94,800	\$98,600
C (+ 28 points)	\$81,100	\$81,100	\$81,100	\$81,100	\$81,100	\$82,900	\$82,900	\$82,900	\$82,900	\$86,400	\$90,100	\$92,400	\$94,800	\$97,200	\$99,700	\$102,200	\$106,300
D (+ 42 points)	\$81,100	\$81,100	\$81,100	\$81,200	\$83,500	\$85,800	\$88,500	\$92,300	\$96,400	\$100,500	\$104,800	\$109,300	\$112,100	\$115,000	\$117,900	\$120,900	\$125,800

ED Specialist & Adapted PE Teacher 2025-26

PAY SCALE GROUP	PAY SCALE LEVEL																
Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A (Minimum)	\$68,000	\$69,900	\$72,500	\$73,800	\$76,500	\$78,500	\$84,300	\$86,300	\$88,400	\$91,500	\$94,800	\$97,200	\$99,700	\$102,200	\$104,800	\$107,500	\$111,800
C (+ 28 points)	\$70,000	\$70,000	\$72,500	\$74,600	\$77,900	\$81,300	\$84,700	\$88,100	\$91,500	\$93,900	\$96,400	\$98,900	\$101,400	\$104,000	\$106,600	\$109,300	\$113,700
D (+ 42 points)	\$74,300	\$77,000	\$79,300	\$81,700	\$85,100	\$87,600	\$90,200	\$93,400	\$96,800	\$100,300	\$104,000	\$106,600	\$109,300	\$112,100	\$115,000	\$117,900	\$122,700
E (+ 56 points)	\$74,300	\$77,000	\$79,300	\$83,200	\$87,200	\$91,200	\$95,200	\$98,700	\$102,200	\$105,800	\$109,600	\$112,400	\$115,300	\$118,200	\$121,200	\$124,300	\$129,300

HQT 2025-26

PAY SCALE GROUP PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A (Minimum)	\$81,100	\$81,100	\$81,200	\$81,200	\$81,200	\$81,200	\$81,200	\$83,400	\$86,600	\$89,900	\$93,400	\$95,800	\$98,200	\$100,700	\$103,300	\$105,900	\$110,200
C (+ 28 points)	\$81,200	\$81,200	\$81,200	\$81,200	\$81,200	\$82,400	\$85,600	\$88,900	\$92,200	\$95,100	\$98,100	\$100,600	\$103,200	\$105,800	\$108,500	\$111,300	\$115,800
D (+ 42 points)	\$81,200	\$81,200	\$81,200	\$81,200	\$83,600	\$86,900	\$90,400	\$93,900	\$97,300	\$100,800	\$104,500	\$107,200	\$109,900	\$112,700	\$115,600	\$118,500	\$123,300
E (+ 56 points)	\$81,200	\$81,200	\$81,200	\$85,300	\$89,400	\$93,500	\$97,700	\$101,300	\$104,800	\$108,500	\$112,400	\$115,300	\$118,200	\$121,200	\$124,300	\$127,500	\$132,600

Team Principal 2025-26

Year	1	2	3	4	5	6	7	8	9	10	11	13	15	17	19	21	25
Salary	\$115,300	\$117,600	\$120,000	\$122,500	\$125,000	\$127,600	\$130,200	\$133,000	\$135,700	\$137,200	\$138,700	\$142,500	\$146,400	\$150,400	\$154,500	\$158,700	\$165,500

HST 2025-26

PAY SCALE GROUP

PAY SCALE LEVEL

1.025543 1.026152

Points*	1	2	3	4	5	6	7	8	9	10	11	12	14	16	18	20	25
A (Minimum)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$78,300	\$80,300	\$82,400	\$82,400	\$84,500	\$86,700	\$88,900	\$91,200	\$93,500	\$97,300
C (+ 28 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$78,300	\$78,300	\$80,300	\$80,300	\$82,400	\$84,500	\$86,700	\$88,900	\$91,200	\$93,500	\$95,900	\$98,300	\$102,300
D (+ 42 points)	\$76,100	\$76,100	\$76,100	\$78,300	\$78,300	\$80,300	\$80,300	\$82,400	\$85,500	\$89,900	\$94,600	\$97,000	\$99,500	\$102,000	\$104,600	\$107,300	\$111,600
E (+ 56 points)	\$76,100	\$76,100	\$76,100	\$78,800	\$80,300	\$82,400	\$85,500	\$88,800	\$92,300	\$96,000	\$99,900	\$104,000	\$106,600	\$109,300	\$112,100	\$115,000	\$119,600

Technology Department Salary Schedule - 2025-26

Year	Group 1	Group 2	Group 3	Group 4	Group 5`	Group 6	Group 7	Group 8	Placement
1-A	\$24.31	\$26.43	\$28.55	\$30.67	\$32.80	\$43.39	\$112,500	\$116,313	Group 1 IT Tech (ITT) Order Fulfillment Specialist (OFS)
2-B	\$24.95	\$27.13	\$29.31	\$31.50	\$33.69	\$44.49	\$115,764	\$119,512	
3-C	\$25.61	\$27.85	\$30.10	\$32.35	\$34.61	\$45.53	\$119,027	\$122,798	
4-D	\$26.28	\$28.59	\$30.92	\$33.23	\$35.56	\$46.62	\$122,860	\$126,175	Group 2 IT Tech 2 (ITT 2) Order Fulfillment Specialist 2 (OFS 2) IT Administrative Assistant (ITAA)
5-E	\$26.98	\$29.36	\$31.74	\$34.13	\$36.52	\$47.65	\$126,816	\$130,213	
6-F	\$27.61	\$30.07	\$32.52	\$34.97	\$37.43	\$48.70	\$130,899	\$134,379	
7-G	\$28.28	\$30.80	\$33.33	\$35.84	\$38.37	\$49.78	\$135,114	\$138,680	Group 3 IT Support Specialist (ITSS) Group 3 IT Support Specialist 2 (ITSS 2) IT Provisioning Manager (ITPM) Tech Coordinator (TC)
8-H	\$28.94	\$31.53	\$34.12	\$36.71	\$39.28	\$50.87	\$139,465	\$143,117	
9-I	\$29.61	\$32.27	\$34.92	\$37.57	\$40.22	\$51.91	\$143,956	\$147,697	
10-J	\$30.28	\$33.00	\$35.71	\$38.44	\$41.16	\$53.00	\$148,591	\$152,423	Group 5 Order Fulfillment Coordinator (OFC) IT Support Specialist 3 (ITSS 3) Data Analyst Tech Coordinator 2 (TC 2) DevOps Engineer 1 (DO 1)
11-K	\$30.95	\$33.73	\$36.52	\$39.29	\$42.11	\$54.05			
12-L	\$31.61	\$34.46	\$37.32	\$40.17	\$43.00	\$55.11			
13-M	\$32.28	\$35.20	\$38.11	\$41.02	\$43.94	\$56.18			Group 6 DevOps Engineer 2 (DO 2)
14-N	\$32.94	\$35.93	\$38.91	\$41.91	\$44.89	\$57.24			
15-O	\$33.61	\$36.66	\$39.72	\$42.76	\$45.82	\$58.31			
16-P	\$34.27	\$37.39	\$40.51	\$43.65	\$46.76	\$59.37			Group 7 IT Administrator (ITA)
17-Q	\$35.13	\$38.32	\$41.52	\$44.74	\$47.93	\$60.85			
18-R	\$35.13	\$38.32	\$41.52	\$44.74	\$47.93	\$60.85			
19-S	\$36.00	\$39.28	\$42.56	\$45.86	\$49.13	\$62.38			Group 8 IT Manager (ITM)
20-T	\$36.00	\$39.28	\$42.56	\$45.86	\$49.13	\$62.38			
21-U	\$36.91	\$40.26	\$43.62	\$47.01	\$50.36	\$63.93			
22-V	\$36.91	\$40.26	\$43.62	\$47.01	\$50.36	\$63.93			
23-W	\$37.83	\$41.27	\$44.72	\$48.18	\$51.61	\$65.53			
24-X	\$37.83	\$41.27	\$44.72	\$48.18	\$51.61	\$65.53			
25-Y	\$38.77	\$42.30	\$45.83	\$49.39	\$52.90	\$67.17			

Coversheet

2025-2026 Vendor Agreement

Section:	IV. Consent Agenda
Item:	I. 2025-2026 Vendor Agreement
Purpose:	
Submitted by:	
Related Material:	PCA 2024-25 Vendor Agreement_RED 03.3.25.pdf



VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made and entered into as of **[DATE]** ("Effective Date") by between **PACIFIC COAST ACADEMY** ("School"), a California nonprofit public benefit corporation that operates a public charter school, and **[_____]** ("Vendor"). School and Vendor are each referred to individually as "party" and collectively as the "Parties."

RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the business of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of ~~the School, families, and students.~~

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable, and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION

- a. Term: The term of this Agreement shall begin on the Effective Date and continue in effect until June 30, ~~2025~~ 2026.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents/~~guardians~~, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, comply with obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor shall assist School with complying with all applicable legal requirements, which may require making accommodations so students with exceptional needs can access Services. The law requires that both School and Vendor shall be non-sectarian in any Services provided to School students. Vendor shall ensure that Services are available to any and all students of the School, and that Services do not require an invitation, tryout, audition, testing requirements, or other prerequisite. Vendor shall ensure its performance of its Services complies with legal and School's charter petition requirements. If Vendor performs any Services in a manner that is contrary to law or School's charter petition, Vendor shall bear all claims, costs, losses, and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than sixteen (16) core academic hours including math, language arts, social studies, science, and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School. Services may only take place on instructional days during the current school year as reflected in the School's calendar.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it not affiliated with, and it does not appear to be a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor or of its employees. School shall not be responsible for paying Vendor for the prohibited Services described herein.
- h. Vendor Website: Vendor is required to maintain a publicly accessible website describing Vendor's educational Services.
- i. Location of Services: Each location where the Services will be provided shall be set forth in **Exhibit C**. Vendor shall inform School of any new location where the Services will be provided prior to commencing any Services at the location, and **Exhibit C** shall be modified as provided in **Section 13 updated accordingly**. Vendor shall not provide any of the Services at a location that requires School students or parents/guardians to pay a fee, that engages in discrimination, that may result in School or Vendor violating any applicable laws, or that otherwise violates the terms of this Agreement.

- j. Public Business Information: Vendor understands and acknowledges that by entering into this Agreement, Vendor's basic business information (e.g., physical address, phone number, contact person) will be posted and viewable on School's online ordering system that School students and parents/guardians use to order enrichment services. Vendor further understands and acknowledges that School is subject to the Public Records Act, so School's public records, including a copy of this Agreement, are available to any member of the public upon request.

SECTION 3. PAYMENT

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **invoicing@pacificcoastacademy.org**. All invoices submitted must have the following information:
- Billed to Pacific Coast Academy
 - Student Name, Enrichment Certificate Number, and Service Dates
 - A Unique Invoice Number and Invoice Date
 - Invoice Totals (line item total and invoice grand total)
 - Make Checks Payable to

~~Vendors are required to submit their invoices to the School.~~ Vendors are required to submit their own invoices **to School** to protect student privacy. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt. School holidays and days ~~the~~ School is closed (as determined by ~~the~~ School) do not count towards the thirty-day estimated timeline for invoice payment if the school is closed for more than two (2) consecutive school days. School does not approve Services offered on dates that ~~the~~ School is closed.

Scheduled School Closures:

- ~~November 25 – 29, 2024~~
- ~~December 23, 2024 – January 3, 2025~~
- ~~February 17 – 21, 2025~~
- ~~April 14 – 18, 2025~~
- November 24 - 28, 2025
- December 22, 2025 – January 2, 2026
- February 16 - 20, 2026
- April 6 - 10, 2026

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.

- d. Incurring Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of ~~the~~ School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of School.
- f. No Volunteering or Fees: Vendor shall not charge any student or any student's parent/ guardian any fee for any Services and/or product provided by Vendor under this Agreement. The costs of all materials and items necessary to participate in the Services must be included in the cost of Services provided under this Agreement and Enrichment Certificate(s). Vendor shall not charge the student or the student's parent/guardian for any portion of the fee or costs for any of the Services provided under the Agreement. Vendor shall not require students or parents/guardians to volunteer to support ~~the~~ Vendor, **have a credit card or other form of payment on file**, sign any contracts that create a financial obligation, or take any other action that School deems unreasonable as a condition of receiving Services.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement, **Exhibit A**, and Vendor's independent and professional judgment, in compliance with all applicable laws, and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed. Vendor affirms they (and their employees, contractors, or agents) who interact with students unsupervised are at least eighteen (18) years of age. Additionally, Vendor understands that Vendor's role is solely to provide Services as a form of enrichment to **School's** student(s). Vendor understands that such enrichment is separate from and external to a student's primary educational program as provided by ~~the~~ School. Vendor shall not challenge, question, or otherwise attempt to interfere with any aspect of student's primary educational program as provided by School.
- b. Independent Contractor: Vendor is engaged in an independent contractor relationship with School in performing all Services, duties, and obligations hereunder. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School. ~~The~~ School is not an employer of Vendor or Vendor's employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. Nothing in this Agreement shall be interpreted or construed as creating or establishing a partnership or joint venture between the parties. Vendor is free to accept other non-conflicting assignments or business.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets themselves as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.

- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES

Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. As an independent contractor, Vendor agrees that they will be responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments, including but not limited to, withholding of income taxes, payment of estimated income taxes, Social Security taxes, State Disability Insurance taxes, and employer's liability for work-related disabilities with respect to or in connection with the personnel through whom Vendor provides Services. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and ~~the~~ Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

School shall not have a duty to defend or indemnify Vendor against any tax claim or assessment associated with any payments under this Agreement. Vendor shall cooperate in the defense of any tax claims brought against School associated with any such payments. Further, Vendor shall indemnify, defend, and hold School harmless against any action, claim, charge, investigation, or other proceeding taken against ~~it~~ **School** in the event any taxing authority challenges the allocation or characterization of the payment and/or seeks payment of taxes, interest, penalties, costs, fees, damages, interest, or other assessments from it in connection with any payments under this Agreement.

This Section shall survive the termination of this Agreement.

SECTION 6. BENEFITS

Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability insurance, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS

Vendor will furnish at its own expense all materials, equipment, and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS

- a. Background Check: Vendor shall ensure its employees, agents, and contractors who interact with School students, outside of the immediate supervision and control of the student's parent/~~or~~ guardian

or a School employee, complete a criminal background check through the Department of Justice (“DOJ”) in accordance with Education Code section 45125.1. Only those individuals listed in **Exhibit B** who have cleared a criminal background check may interact with School students. If either Vendor or ~~the~~ School desires to change the individuals listed in **Exhibit B** during the course of the Agreement, this Agreement must be modified in relevant part and re-executed as provided in Section 13. The cost of these background checks is ~~the~~ Vendor’s responsibility. Vendors must select one of the following options:

- **School Conducts DOJ Background Check:** Vendor requests ~~the~~ School run the DOJ background checks on behalf of Vendor’s employees and agents who interact with School students, to ensure they have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies.
 - **Vendor Conducts DOJ Background Check:** Vendor obtains an ORI number (a unique code assigned by DOJ) and processes the DOJ background checks for Vendor employees and agents who interact with School students. Vendor certifies that these individuals have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies. In accordance with Education Code section 45125.1(a), when Vendor performs the criminal background check, Vendor shall immediately provide any subsequent arrest and conviction information it receives to ~~the~~ School pursuant to the subsequent arrest service.
- b. **First Aid & CPR Certification:** Upon School’s request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement **health and** safety policies and procedures ~~related to emergency response and accident reporting~~ reasonable for the Services.
 - c. **Supervision:** Vendor is responsible for supervising and ensuring students have a safe environment ~~from the time they are dropped off to receive Services and until the responsible party picks them up throughout the duration of Services.~~ This obligation extends to virtual Services. Students may not be left unattended during Vendor’s provision of Services. Students shall not interact in one-on-one settings with Vendor (or any of its employees or agents) without ~~the~~ School’s express written permission. Vendor may not transport students without School’s express written permission.
 - d. **Student Discipline:** Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates ~~the~~ Vendor’s enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, ~~the~~ Vendor shall notify School and the parties will discuss appropriate measures.
 - e. **Reporting Bullying and Harassment Incidents to School:** To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, **or** harassment, ~~or including~~ sexual harassment, at Vendor’s place of business, during Vendor’s provision of Services, or otherwise involving School students, Vendor, or Vendor’s employees, contractors, or

agents in any way. If Vendor learns a student may pose a health or safety threat to themselves or to other individuals, Vendor ~~must~~ **shall** immediately notify ~~the~~ School.

- f. Sexual Harassment Prevention Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. Child Abuse Prevention: Vendor shall ensure that its employees or volunteers complete training in child abuse and neglect identification and reporting. This training requirement may be met by completing the online mandated reporter training provided by the Office of Child Abuse Prevention in the **State California** Department of Social Services. Vendor shall develop and implement child abuse prevention policies and procedures, including, but not limited to, both of the following: (1) policies to ensure reporting of suspected incidents of child abuse to persons or entities outside of Vendor, including the reporting required pursuant to Penal Code section 11165.9; and (2) policies requiring, to the greatest extent possible, the presence of at least two mandated reporters whenever Vendor or its employees or volunteers are in contact with, or supervising, School students, unless Vendor provides one-to-one mentoring to students with School's express written permission. Upon School's request, Vendor shall provide proof of compliance with these requirements.
- h. Compliance with Public Health Orders: Vendor understands and agrees Vendor must comply with all applicable Governor orders, state, county, and local public health guidelines and requirements, and all other applicable laws regarding public health or safety ("Public Health Requirements") when delivering Services to School students. A Vendor's failure to comply with Public Health Requirements constitutes a material breach of the Agreement.

SECTION 9. INDEMNIFICATION AND INSURANCE

- a. Indemnification: To the maximum extent allowable by law, and in addition to any other indemnification/defense obligations set forth in this Agreement, Vendor will, at all times, indemnify, defend, and hold harmless School, its officers, directors, employees, agents, and volunteers from and against all claims, demands, losses, actions, investigations, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, and attorneys' fees (collectively, "Losses") that such entities or persons may incur that arise out of or relate to this Agreement. Vendor's duties to defend, indemnify, and hold **School** harmless as set forth in this Section include, but are not limited to, Losses arising out of or relating to any aspect of Vendor's performance of the Services or obligations pursuant to this Agreement, including Losses caused by, arising from, or related to: (1) negligence, recklessness, or willful misconduct of Vendor or Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible; (2) Vendor's breach of this Agreement; (3) Vendor's violation of any applicable law; or (4) a third party's designation of Vendor or **any of** Vendor's employees, agents, or contractors as an employee of School, regardless of any actual or alleged negligence by School. This Section shall survive the termination of this Agreement.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:

- i. \$1,000,000 per occurrence

- ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to ~~the~~ Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured. To the extent any of ~~the~~ Vendor's insurance coverages are location-specific, ~~the~~ Vendor shall ensure that their policy(ies) covers each of the locations where Services are provided by Vendor to School students. Vendor shall maintain all required insurance at all times during the term of this Agreement, such as by renewing any such policies when necessary. Vendor shall provide a copy of Vendor's general liability insurance coverage and/or any additional insurance coverage that ~~the~~ School may require to School upon School's request during the term of this Agreement.

SECTION 10. CONFIDENTIALITY

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to ~~the~~ School. Vendor further acknowledges its obligations under and will comply with the applicable provisions of the Family Educational Rights and Privacy Act (34 C.F.R. Part 99), California Uniform Trade Secrets Act (Civ. Code, § 3426 et seq.), the California Student Online Personal Information Act (Bus. & Prof. Code, § 22584), and other state or federal laws pertaining to student information and privacy. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for ~~the~~ School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by ~~the~~ School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent/~~guardian~~ contact information) to market any products or services to School parents/~~guardians~~ or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information ~~and proprietary information~~ from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, whichever is earlier, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT

This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated with the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location to ~~the~~ School, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT

No supplement, modification, or amendment of this Agreement shall be binding unless in writing and signed by both parties.

SECTION 14. NO WAIVER

No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT

No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY

If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW

This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT

Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES

Notices required or given in connection with this Agreement shall be made in writing and effective the same day when delivered by e-mail, facsimile, or by hand, or effective the day after being sent via overnight mail, to the Parties at the addresses below:

IF TO VENDOR	IF TO SCHOOL
<i>(Please fill in with your information)</i>	
Business:	Pacific Coast Academy
Name:	Caleb Jones
Title:	Vendor Services Administrator
Address:	13915 Danielson St. Suite 103, Poway, CA 92064
Email:	vendorsupport@pacificcoastacademy.org

Phone:	(619) 215-0704
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SECTION 20. COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

PACIFIC COAST ACADEMY	VENDOR
By:	By:
Name: Caleb Jones	Name:
Title: Vendor Services Administrator	Title:
Date:	Date:

EXHIBIT A

Detailed List of Services and Estimated Fee

<u>Service Title</u>	<u>Service Description</u>	<u>Grade Levels</u>	<u>Estimated Fee*</u>	<u>Duration</u>

*The Estimated Fee(s) in this Exhibit A are intended to assist families with planning for service requests. As reflected in Section 3.a. of the Agreement, the actual fee(s) to be paid for the Services will be reflected in the Enrichment Certificate approved and issued by School.

EXHIBIT B

Employees/Agents Subject to Background Check Requirements

<u>Name</u>	<u>Title</u>

EXHIBIT C

Service Locations

<u>Name or Description of Location</u>	<u>Address</u>

Coversheet

English Learner Master Plan

Section:	IV. Consent Agenda
Item:	J. English Learner Master Plan
Purpose:	
Submitted by:	
Related Material:	PCA EL Master Plan_Rev 12.13.2024_RED 2.26.25.pdf



Pacific Coast Academy

English Learner Master Plan

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MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

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

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

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

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

ENGLISH LEARNER ROADMAP

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

Principle 1: Assets-Oriented and Needs-Responsive

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

PCA EL MISSION AND VISION

While the state provides a Mission and Vision statement for all schools, Pacific Coast will be working with the MLAC to create a more personalized statement for our School.

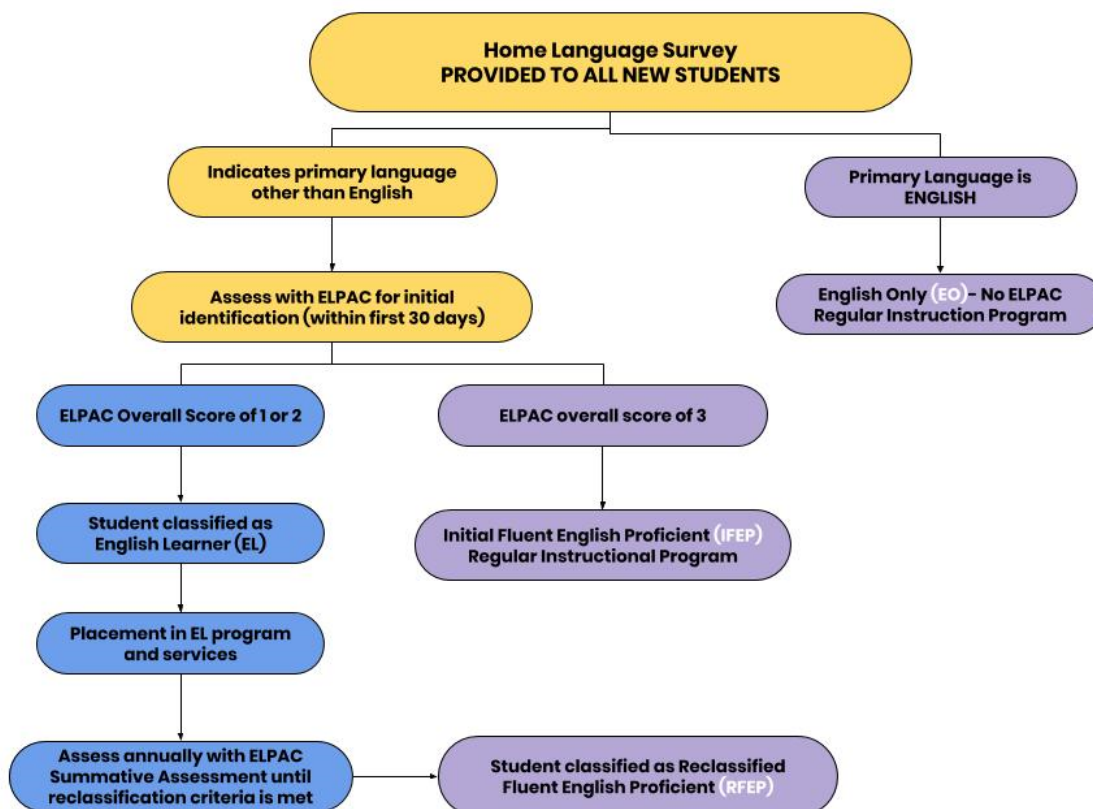
GUIDING PRINCIPLES OF OUR EL PROGRAM

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

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

IDENTIFICATION TOOLS

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



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

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

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

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

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

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

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

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

Assessment

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

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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

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

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

The Individual Education Plan (IEP) will determine if the Alternate or General ELPAC is appropriate for the student.

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

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations in accordance with the student's individualized education plan (IEP) or Section 504 plan.

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

Criteria for Reasonable Fluency in English

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

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

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

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

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

Parent Notification

- Results of assessments
- Student Placement

STEP 3: PARENT NOTIFICATION OF RESULTS

Parent Notification of Initial Assessment Results and Program Placement

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

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

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

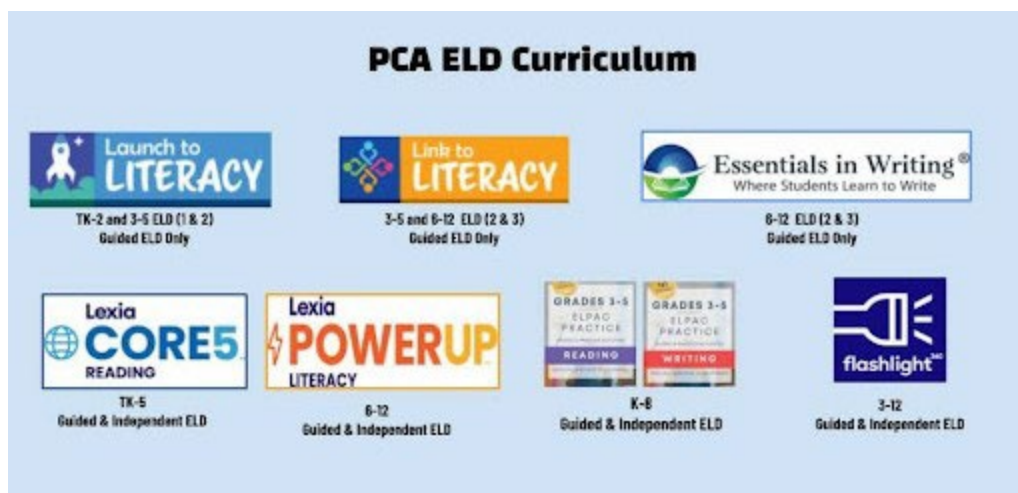
- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate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

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the Charter School. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can be met either through the virtual, teacher led ELD class or independently at home through curriculum access provided by the School. In either case, the ELD log will be required to show that the instruction is occurring daily, for a minimum of 30 minutes per day. The log and a written ELD work sample will serve as the work sample for this class.
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can be met either through the virtual, Guided ELD Instruction or Independent ELD Instruction through curriculum access provided by the School. In either case, a body of work and work sample are provided to the teacher each LP. The teacher also monitors usage in the school provided curriculum to ensure a minimum of 30 minutes per day of Designated ELD.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.

All EL students receive access to the following curriculum:



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

Option 1 - Guided D-ELD Instruction **Recommended****Classes based on EL level (ELPAC overall score)**

- 2 days per week: ELD Support Classes 2x per week (30-45 min depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used
 - Grades K - 5 - Launch to Literacy
 - Grades 6-12 - Link to Literacy, Essentials in Writing, PowerUp
 - Grades 3-12 - Flashlight 360

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

- Monthly information for AWR
- Grades each semester

Parent will provide the following to HST:

- Body of work and work sample
- Parent is responsible for monitoring and ensuring daily D-ELD Instruction for a minimum of 30 minutes per day

HST will monitor the following each LP:

- ELD Body of work and work sample AND curriculum usage report
- Formative LP Activity

Option 2 - Independent D-ELD**All levels:**

- Student works independently on school-provided ELD curriculum (The student's supervising teacher provides the student and parent with initial support for using the curriculum. The curriculum provides audio instructions and visual prompts so students can generally navigate the program independently.)
- Parent is responsible for daily monitoring and providing of D-ELD Instruction of at least 30 minutes per day (Parents may use a translation app and/or activate live translation to read on-screen text in their native language to help understand instructions.)
- Parent provides HST with ELD body of work AND a work sample
- HST works with family to monitor and verify that D-ELD is occurring
- Curriculum:
 - TK-5: Lexia Core 5
 - 3-12: Flashlight 360
 - 6-12: Lexia Power Up
- Students must work in the above-mentioned curriculum.

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

- Monthly information for AWR
- Grades each semester
- ELD body of work, work sample AND curriculum usage report

STEP 4: PROGRAM PLACEMENT

The following process is used to identify the most appropriate program for the English Learner. ELPAC

results indicate whether the student is *reasonably fluent in English* or not.

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

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

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

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

ELPAC Performance Level & ELD Standards Proficiency Level Descriptors				
ELPAC Performance Level	Level 1: Minimally Developed	Level 2: Somewhat Developed	Level 3: Moderately Developed	Level 4: Well Developed
	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to team and communicate on topics and content areas.	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
ELD Standards Proficiency Levels	Emerging	Expanding	Bridging	
	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.	Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the	

	language		need for specialized ELD instruction. However. ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding In order to develop both content knowledge and English.
Level of Support	Substantial	Moderate	Light
	Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Reference Chart English Learner Student Typologies		
Typology	Key Characteristics	Considerations
Newcomers	<ul style="list-style-type: none"> In U.S. three years or less Little or no English language proficiency on arrival Some well-prepared in native language, on grade level, others are below Some arrive with many transferable credits, others with no transcript records Steady progress through ELS sequence If School offers native-language content courses, credit accrual toward graduation can be rapid Academic achievement in terms of grades similar to rest of the School Facing cultural transition 	<ul style="list-style-type: none"> Special orientation and transitional classes Newcomer class or program High quality literacy-focused English Language Development curriculum Extended time through a five or six-year high school program Home language academic content classes Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Well-Educated Newcomer Students	<ul style="list-style-type: none"> In U.S. three years or less Schooling in native country usually excellent Strong literacy skills in home language Rapid movement through ESL sequence Academic achievement in terms of grades exceeds rest of School 	<ul style="list-style-type: none"> Should not be placed in academic content classes that stall or repeat content they already know High level academic course in home language should be offered where available Mainstream English classes with native

	<ul style="list-style-type: none"> Often highly motivated Good possibility of graduating in four years 	<ul style="list-style-type: none"> language support materials and text If appropriate credit is given for coursework completed in the home country Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Under-Schooled	<ul style="list-style-type: none"> In U.S. several years or less Little to no English language or proficiency Little to no literacy in native language Schooling in native country interrupted, disjointed, inadequate, or no schooling at all Three or more years below grade level in Math Slow acquisition of English-tendency to repeat ESL level Tendency to struggle in academic content classes (D's and F's) Lack of credit accrual, over time Unable to pass CAHSEE 	<ul style="list-style-type: none"> An intensity of approach and focus on English Extended time in high school with fifth and sixth year options Age appropriate materials/curriculum with content support Additional Content Support as needed Special orientation and transitional support Social/Emotional support Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Long-Term Limited English Proficient	<ul style="list-style-type: none"> In U.S. 6+ years when entering high school Multiple countries of origin Usually orally fluent in English Reading/writing below level of native English peers Bi-modal academically; some doing well, others not Some have literacy in primary language, others not Some were in bilingual programs, most not Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low) Similar mismatch between perception of language ability and reality 	<ul style="list-style-type: none"> Motivation and Engagement Academic Language Rigor Study Skills and Goal Setting Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers LTEL class or program Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Over-Age for Grade Level	<ul style="list-style-type: none"> Turned 15 before their 9th grade year; turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year May have gaps in prior schooling or a history of school failure and in- grade retention 	<ul style="list-style-type: none"> Motivation and Engagement Age appropriate materials/curriculum Special orientation and transitional support Social/Emotional support Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to

		Access/Comprehend <ul style="list-style-type: none"> • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Fluent English Proficient, but Struggling Academically	<ul style="list-style-type: none"> • Re-designated from limited English proficiency to fully proficient • Receiving at least one D or F in core academic Classes • Following re-designation, decline in grades and achievement 	<ul style="list-style-type: none"> • Focus on Reading Fluency through academic vocabulary • Regular participation in Academic Talk/Conversations • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) <i>Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students</i> . California Tomorrow: Oakland, CA.		

STEP 5: PARENT ENGAGEMENT PLAN

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

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

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

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

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

To effectively support LTELs, the school incorporates research-based strategies that address students' unique linguistic and academic needs. Key supports include integrated and designated English Language

Development, exposure to specific ELD content and language objectives, culturally relevant and high-interest materials, consistent teaching routines, differentiated instruction and scaffolding, sheltered instruction, and professional development for educators. Implementing both integrated and designated ELD approaches has been shown to improve outcomes for LTELs. Engaging students with language objectives and relevant content can motivate them, enhance comprehension, and improve literacy outcomes. Maintaining stable frameworks for LTEL students supports learning and reduces anxiety. Providing differentiated instruction and scaffolding makes content more accessible and promotes language development (Frey and Fisher, 2013; Thompson, 2022). Therefore, Pacific Coast Academy will annually run a list of the at-risk ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and will provide the following supports:

- LTELs will be enrolled in Guided Instruction (Option 1) for Designated ELD Instruction
- LTELs will participate in the Interim ELPAC and ELPAC Chats for goal setting
- Learning Ally
- Rosetta Stone English
- The Director of School Support will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

ANNUAL EL AND SUMMATIVE ELPAC NOTIFICATION LETTER

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

STAFFING

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

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

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

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

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

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

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

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

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

If a student was tested with the Initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST reaches out to the Director of School Support to discuss the validity of request
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.

4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the Director of School Support.

INTERIM ELPAC

EL students in grades 3 and above are encouraged to take the Interim ELPAC at least once in the first semester. LTELs will participate in the Interim ELPAC. This will test in every domain and provide a score, so that we can better support the student in the specific areas they are struggling with before the Summative ELPAC occurs in the Spring.

RECLASSIFICATION

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

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

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

RECLASSIFICATION POLICY, CRITERIA, AND PROCESS

The Director of School Support for Pacific Coast Academy will specifically evaluate students who are potentially qualified for reclassification. This will occur upon the release of ELPAC scores by the state.

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

1. ELPAC Score - Students must have an Overall Performance Level score of 4 or a 3 on the Alternate ELPAC.
2. Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades, formative activities, and progress on AWRs in English. A grade of C or higher is required. In the case of K-8 students, their progress toward standard mastery must be Meeting or Exceeding Expectations.
3. Parent Opinion and Consultation - Parents will be consulted and invited to provide input and

opinions on their child's readiness for reclassification.

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

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

PROCESS

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

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

In accordance with state guidelines, all students who are designated as EL must participate in the Summative ELPAC prior to being considered for reclassification. A Special Education student who takes the regular Summative ELPAC is held to the same reclassification criteria as all other EL students. A student who qualifies for and takes the Alternate ELPAC must receive an overall score of 3 in order to reclassify. The reclassification criteria and the process is the same for Special Education students being considered for reclassification.

RFEP MONITORING

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continuous monitoring of that student. Pacific Coast Academy will monitor RFEPs once per year over the course of the four years.

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

Furthermore, HSTs are specifically monitoring EL student progress during their monthly LP meetings by evaluating the student's body of work, grades, STAR 360 scores, and any interventions that the student is receiving and then documenting in the Roster Checklist, which will be reviewed by the HST's Regional Coordinator and Director of School Support, when appropriate.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC)

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

Pacific Coast Academy is a single LEA Charter School, Pacific Coast Academy will hold Multilingual Learners Advisory Committee meetings a minimum of 4 times per year. The schedule of meetings is posted on the School's website, shared with families at the beginning of the year, flyers and information appears in the Family Newsletter, and families are invited to attend by their HSTs and the ELD department.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC) BYLAWS

Article I: Name of Committee

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

Article II: Purpose and Responsibilities

The purpose of the MLAC is to:

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

Article III: Membership

- Members are elected by parents or guardians of English Learners

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

Article IV: Officers

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

Article V: Meetings and Quorum

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

Article VI: Ratification and Amendments of Bylaws

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

References

Designing Instruction for Long-Term English Learners by Frey, N., & Fisher, D. (2013)

Supporting Long-Term English Learners: Assessment and Instructional Practices by Thompson, K. D. (2022)

Coversheet

Field Trip Policy

Section:	IV. Consent Agenda
Item:	K. Field Trip Policy
Purpose:	
Submitted by:	
Related Material:	Field_Trip_Policy_4.23.2020_RED 3.02.2025_NEW.pdf



Field Trip Policy

The Governing Board of Pacific Coast Academy recognizes that school-sponsored field trips inspire our community and promote learning through educational experiences. A school-sponsored field trip is organized by a Facilitating Teacher. ~~sponsored trips are an important component of a student's development.~~ These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. ~~All field trips are optional and require Homeschool Teacher approval based on the student's educational plans.~~ School-sponsored field trips ~~may be~~ are generally conducted in connection with the Pacific Coast Academy's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or cocurricular activities.

~~The purpose of the Pacific Coast Academy Governing Board approving this Field Trip Policy is to accomplish the following:~~

- ~~1. Outline the Requirements for a Field Trip~~
- ~~2. Explain Supervision, Chaperone and Guest Policies~~
- ~~3. Explain Accommodation Options for Special Education Students~~
- ~~4. Identify Student and Family Responsibility While Attending Field Trips~~
- ~~5. Identify Transportation Options for Field Trip Attendance~~

- 1. Requirements for Participating in a School-Sponsored Field Trip:** ~~No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.~~

All school-sponsored field trips are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval. School-sponsored field trips ~~are those that are~~ can be single-day, community-based or those that are specifically approved by the Governing Board of Pacific Coast Academy (such as ~~multi-day overnight~~ trips, or those costing the Pacific Coast Academy in excess of \$85 per pupil). The Executive Director of Pacific Coast Academy shall establish a process for approving a staff member's request to conduct a school-sponsored field trip ~~that fall outside the limitations of this section.~~ When planning field trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, ~~costs school and student expense,~~ and transportation and supervision requirements. ~~The~~ Executive Director~~s~~ may exclude from ~~the~~ field trip any student whose presence on

the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any ~~school-sponsored~~ field trip is limited by the ~~remaining~~ amount of ~~enrichment funds~~ ~~planning amounts~~ available for that student.

The ~~Homeschool Teacher~~ ~~teacher-of-records~~ is responsible for mapping out a ~~child's student's~~ field trip plan for the year to enhance the ~~child's student's~~ educational plan.

In accordance with California Education Code section 200, no field trips will be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status.

2. **Field Trip Supervision:** Students are required to be accompanied by a parent/~~and/or designated~~ guardian for all school-sponsored field trips, except for certain overnight field trips. ~~Given the need for adequate supervision of the students attending school sponsored trips and given the nature of the educational program offered by Pacific Coast Academy, if applicable,~~ Pacific Coast Academy will pay for the costs of admission for one chaperone ~~per family for up to four (4) all children in a family and~~ enrolled in Pacific Coast Academy that attend that field trip. ~~If applicable, Pacific Coast Academy will pay for the costs of admission for an additional chaperone for additional children in a family and enrolled in Pacific Coast Academy in excess of four (up to eight).~~ Children in a family means children living, part-or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be ~~included in the planning amounts that the school allocates for students. This applies to school-sponsored field trips only instructional funds available to each family.~~

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone ~~per family using enrichment funds~~ ~~planning amounts~~.

~~Pacific Coast Academy will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.~~

It is the responsibility of parents/guardians to ensure proper supervision over their children ~~enrolled in Pacific Coast Academy~~ at all times during a school-sponsored field trip ~~that they attend~~. With the approval of the Executive Director, chaperones ~~Chaperones~~ may take their own non-enrolled children ~~(two years and older)~~ as guests on appropriate school-sponsored field trips, at their own personal expense, provided they assume full responsibility for their behavior ~~and, with approval of the Executive Director.~~

The ~~organizing teacher~~ Facilitating Teacher shall use a field trip attendance form to track attendance and emergency contact information ~~and identify any authorized adults to pick-up students after hours, if applicable.~~ ~~Organizing teachers~~ Facilitating Teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the ~~organizing teacher~~ Facilitating Teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the Facilitating Teacher ~~organizing teacher~~.

3. **Accommodations:** If an enrolled student ~~family~~ requires special accommodations to participate in a school-sponsored field trip due to ~~a child's~~ the student's special education needs identified in the student's ~~child's~~ Individualized Education ~~Plan~~ Program (IEP) or Section 504 plan, the student's

parent/guardian family may request accommodations from the Executive Director.

- 4. Student and Family Responsibilities:** Pursuant to California Education Code section 35330, all All persons making the field trip or excursion shall be deemed to have waived all claims against the Pacific Coast Academy or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents and guardians taking any field trip or excursion shall sign a statement waiving all claims.

All students on a school-sponsored trip are under the jurisdiction of Pacific Coast Academy and shall be subject to school disciplinary rules and regulations. Students are required to comply with all applicable School policies while attending School-organized field trips, including disciplinary rules, procedures and behavior expectations. Any student who violates a School policy during a field trip is subject to discipline and may have their field trip privileges restricted or revoked.

Before a student can participate in a school-sponsored field trip, the Facilitating Teacher ~~organizing teacher~~ shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. Families will be responsible for notifying the school at least three days prior to the field trip if they are unable to attend. In the event of illness or a last-minute situation that will prevent the family from attending the field trip, notification is still required. If a family has three no-call/no-show incidents, they will not be permitted to attend field trips for the remainder of the semester. All field trip purchases are final. Planning amounts will not be credited back for cancellation requests.

- 5. Transportation:** Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the school-sponsored field trip starts and from the location where the field trip ends. The Facilitating Teacher ~~organizing teacher~~ will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

~~The organizing teacher shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick up students after hours, if applicable. Organizing teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the organizing teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the organizing teacher.~~

Other Types of Field Trips: Parent(s)/guardian(s) may request independent enrichment field trips organized by the parent/guardian. Independent enrichment field trip must take place during the normal school day (not in the evening or on weekends). All of the same rules set forth in this policy (i.e., supervision, accommodations, student and family responsibilities, and transportation, etc.) apply to independent enrichment field trips, except that Pacific Coast Academy will not provide the cost of admission for any chaperones.

To the extent Pacific Coast Academy approves vendor field trips, all of the same rules set forth in this policy (i.e., supervision, accommodations, student and family responsibilities, and transportation, etc.) apply to those trips. Pacific Coast Academy retains sole discretion whether to approve vendor field trips and whether the school will provide the cost of admission for chaperones.

Coversheet

Expenses

Section:	IV. Consent Agenda
Item:	L. Expenses
Purpose:	
Submitted by:	
Related Material:	PCA - 01.13.25 - Inn at the Mission SJC - Krystin - \$1,218.83.pdf

6266-1110-0000-4311 = \$97.88
6266-1110-0000-5201 = \$1,120.95

Inn At The Mission San Juan Capistrano
 31692 El Camino Real
 San Juan Capistrano, CA 92675

Tel: 949-503-5700



Krystin Demofonte
 13915 Danielson Street
 STE 200
 Poway, CA, 92064
 United States Of America
 PA2817 - PACIFIC COAST ACADEMY TRANSFOR

Page Number : 1 Invoice Nbr : 1000078118
 Guest Number : 141977
 Folio ID : A
 Arrive Date : 20-JAN-25 15:27
 Depart Date : 23-JAN-25 11:05
 No. Of Guest : 1
 Room Number : 308
 Marriott Bonvoy Number : 8160

Tax ID : 52-2055918

Inn At The Mission JAN-23-2025 11:10 JHERN450

Date	Reference	Description	Charges (USD)	Credits (USD)
20-JAN-25	RT308	Room Chrg - GRP OTH	339.00	
20-JAN-25	RT308	Occupancy Tax 10%	33.90	
20-JAN-25	RT308	Tourism Fee	0.75	
21-JAN-25	30420	El Cafe Real Lunch	24.45	
21-JAN-25	30420	Sales Tax	1.89	
21-JAN-25	30420	Gratuity/Tips	4.40	
21-JAN-25	RT308	Room Chrg - GRP OTH	339.00	
21-JAN-25	RT308	Occupancy Tax 10%	33.90	
21-JAN-25	RT308	Tourism Fee	0.75	
22-JAN-25	30537	El Cafe Real Dinner	28.45	
22-JAN-25	30537	Sales Tax	2.20	
22-JAN-25	30537	Gratuity/Tips	5.12	
22-JAN-25	RT308	Room Chrg - GRP OTH	339.00	
22-JAN-25	RT308	Occupancy Tax 10%	33.90	
22-JAN-25	RT308	Tourism Fee	0.75	
23-JAN-25	30696	El Cafe Real Dinner	24.95	
23-JAN-25	30696	Sales Tax	1.93	
23-JAN-25	30696	Gratuity/Tips	4.49	

Continued on the next page

Inn At The Mission San Juan Capistrano
31692 El Camino Real
San Juan Capistrano, CA 92675

Tel: 949-503-5700



Krystin Demofonte
13915 Danielson Street
STE 200
Poway, CA, 92064
United States Of America
PA2817 - PACIFIC COAST ACADEMY TRANSFOR

Page Number	:	2	Invoice Nbr	:	1000078118
Guest Number	:	141977			
Folio ID	:	A			
Arrive Date	:	20-JAN-25	15:27		
Depart Date	:	23-JAN-25	11:05		
No. Of Guest	:	1			
Room Number	:	308			
Marriott Bonvoy Number	:	8160			

Date	Reference	Description	Charges (USD)	Credits (USD)
23-JAN-25	VI	Visa-1061		-1218.83
		** Total	1218.83	-1218.83
		*** Balance	0.00	

Continued on the next page

Inn At The Mission San Juan Capistrano
31692 El Camino Real
San Juan Capistrano, CA 92675

Tel: 949-503-5700



Krystin Demofonte
13915 Danielson Street
STE 200
Poway, CA, 92064
United States Of America
PA2817 - PACIFIC COAST ACADEMY TRANSFOR

Page Number : 3 Invoice Nbr : 1000078118
Guest Number : 141977
Folio ID : A
Arrive Date : 20-JAN-25 15:27
Depart Date : 23-JAN-25 11:05
No. Of Guest : 1
Room Number : 308
Marriott Bonvoy Number : 8160

EXPENSE SUMMARY REPORT

Currency: USD

Date	Room Rev	Food & Bev	Parking	Other	Total	Payment
01-20-2025	339.00	0.00	0.00	34.65	373.65	0.00
01-21-2025	339.00	0.00	0.00	65.39	404.39	0.00
01-22-2025	339.00	0.00	0.00	70.42	409.42	0.00
01-23-2025	0.00	0.00	0.00	31.37	31.37	-1218.83
	-----	-----	-----	-----	-----	-----
Total	1017.00	0.00	0.00	201.83	1218.83	-1218.83

Signature_____

Coversheet

Invoices over 100,000

Section: IV. Consent Agenda
Item: M. Invoices over 100,000
Purpose:
Submitted by:
Related Material: PCA - Apple Quote - \$216,042.45.pdf



Apple Inc. Education Price Quote

Customer:

Karen Tirado
PACIFIC COAST ACADEMY STE 103
Phone: 1619-750-0563
Email: karen.tirado@cabrillopontacademy.org

Apple Inc:

Jimmy Morgan
Email: jimmy_morgan@apple.com

Apple Quote:

2213254504

Quote Date:

February 13, 2025

Quote Valid Until:

February 28, 2025

Quote Comments:

Item #	Details	Qty	Unit List Price	Disc. Per Unit	Unit Disc. Price	Extended Disc. Price
1	10.9-inch iPad Wi-Fi 64GB – Silver (Packaged in a 10-pack) Part Number: MPQT3LL/A	400	\$324.00	\$0.00	\$324.00	\$129,600.00
2	OtterBox Symmetry Series 360 Elite Case for iPad (10th generation) – Gray Part Number: HQ6M2ZM/A	400	\$79.95	\$0.00	\$79.95	\$31,980.00
3	APS IPAD PACKAGE3 DEPLOY SERVICES-USA Part Number: DA3J2LL/A	400	\$23.00	\$1.15	\$21.85	\$8,740.00
4	4-Year AppleCare+ for Schools – iPad (no service fees) Part Number: S7832LL/A	400	\$79.00	\$0.00	\$79.00	\$31,600.00

Extended Education List Price Total	\$202,380.00
Total Discount	\$460.00
Extended Discounted Price Subtotal	\$201,920.00
eWaste Fee/Recycling Fee	\$1,600.00
Additional Tax	\$0.00
Estimated Tax	\$12,522.45
Total Tax	\$12,522.45

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Apple Quote ID: 2213254504

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Page 1 of 3

Extended Discounted Total Price* **\$216,042.45**

**In most cases Extended Discounted Total Price does not include Sales Tax
If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary.

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