Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Wednesday June 25, 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 the Agenda	Vote	Benjamin Fung	1 m
II.	**Finance**			**6:03 PM**
	A. 2024-2025 Local Indicators	FYI	Gillian Simcox	10 m
	B. 2025-2026 Local Control Accountability Plan (LCAP)	Vote	Gillian Simcox	10 m

		Purpose	Presenter	Time
C.	2024-2025 Proposition 28 Annual Report	Vote	Gillian Simcox	15 m
D.	2025-2026 Budget	Vote	Jason Sitomer	15 m
E.	Education Protection Account (EPA) Resolution and Spending Plan	Vote	Jason Sitomer	10 m
F.	2025-2026 Spring Consolidated Application	Vote	Jason Sitomer	15 m
G.	May Financials	Vote	Jason Sitomer	10 m
H.	Memorandum of Understanding for Shared Services	Vote	Shari Erlendson	5 m

III. Other Business — 7:33 PM

A.	Resolution Regarding Participation in the Exact Path Program	Vote	Krystin Demofonte	10 m
B.	Reduced Schedule Policy for Students with Temporary Medical Needs	Vote	Krystin Demofonte	5 m
C.	Comprehensive Safety Plan with Instructional Continuity Plan	Vote	Krystin Demofonte	5 m
D.	2025-2026 Board Meeting Calendar	Vote	Krystin Demofonte	5 m
E.	Affirming of Board Members	Vote	Krystin Demofonte	10 m
F.	Executive Director Report	FYI	Krystin Demofonte	20 m

IV. Consent Agenda — 8:28 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 May 22, 2025

B. 2025-2026 Employee Handbook

		Purpose	Presenter	Time
C.	2025-2026 Parent Student Handbook			
D.	2025-2026 Compensation Policy and Students in Crisis Salary Schedule			
E.	Grade Appeal Policy			
F.	Expenses			
G.	Approve Consent Agenda This Is The Vote To Approve The Consent Agenda Items.			
V.	**Closing Items**			**8:28 PM**
A.	Announcement of Next Scheduled Meeting- August 14 at 6:00pm	FYI	Benjamin Fung	1 m
B.	Adjourn Meeting	Vote		

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

Section: II. Finance
Item: A. 2024-2025 Local Indicators
Purpose: FYI
Submitted by:
Related Material: PCA Local Indicators 2024-25 agenda item and attachment.pdf

Pacific Coast Academy

Agenda Item Details

Meeting June 25, 2025

Subject California School Dashboard: Local Indicators

Type Action

BACKGROUND:

The academic performance of California public schools/districts is reported annually through the web-based California School Dashboard. In particular, the Dashboard reports progress on six state and five local indicators without a single summative rating. Performance related to state indicators is reported as a color score based on information collected statewide. In contrast, performance on local indicators is assessed based on data provided by a school/district. If a school/district satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met.

Below is an outline of the five local performance indicators:

- Basic Services and Conditions: The degree to which we have aligned provided instructional material, adequate facilities, and correctly assigned teachers to facilitate student learning.
- Implementation of State Academic Standards: The degree to which we have implemented state academic standards into our curriculum, including the English language development standards.
- Parent/Guardian Involvement and Family Engagement: The degree to which we have sought input from parents/guardians in decision-making and promoting parental participation in programs.
- School Climate (also reported in state indicators): The degree to which we have acted upon a local climate survey that we administer at least once every other year.
- Access to a Broad Course of Study (also reported in state indicators): The degree to which all of our students have access to, and are enrolled in, the courses required to graduate, including programs/services for students with exceptional needs.

STAFF RECOMMENDATION:

Approve upload of Local Indicator results.

FISCAL IMPACT:

N/A

ATTACHMENT

Performance Standards for Local Indicators

If a district/charter satisfies the performance standards for each local indicator, the California School Dashboard (Dashboard) will automatically assign a performance level of Met. We use state-provided self-reflection tools to measure and report progress on each local performance indicator. See below for details.

Local Performance Indicator: Basic Services and Conditions (LCFF Priority 1)

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board, educational partners, and the public through the CA School Dashboard.

Score: Met

Tools/Evidence:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their *own* copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

Narrative: Pacific Coast Academy is a non-classroom-based independent study charter school. The data show multiple teacher misassignments due to our use of the Local Assignment Option form, as allowed by Education Code 44865. CA's LAO form does not meet federal teacher assignment guidelines, hence the number of teacher misassignments for our school.

Local Performance Indicator: Implementation of State Academic Standards (LCFF Priority 2)

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				**X**	
ELD (Aligned to ELA Standards)				**X**	
Mathematics – Common Core State Standards for Mathematics				**X**	
Next Generation Science Standards				**X**	
History-Social Science				**X**	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				**X**	
ELD (Aligned to ELA Standards)				**X**	
Mathematics – Common Core State Standards for Mathematics				**X**	
Next Generation Science Standards				**X**	
History-Social Science				**X**	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				**X**	
ELD (Aligned to ELA Standards)				**X**	
Mathematics – Common Core State				**X**	

Standards for Mathematics					
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the 2024-25 school year.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Local Performance Indicator: Parent and Family Engagement (LCFF Priority 3)

Standard*:* School district annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. ***Building Relationships Between School Staff and Families: Rate the LEA's progress in the areas listed below.***
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
LEAs progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				**X**	
LEAs progress in creating welcoming environments for all families in the community.				**X**	
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				**X**	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				**X**	

Narrative: 3,000 characters or less.

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families:** Our teachers and other staff members work closely with students and their parents/guardians, allowing Pacific Coast Academy staff members to build positive relationships. Annual feedback surveys show that 97% state that adults at the school care about students, and 99% shared that staff members treat them and their children with respect. Ninety-one percent of students report that their teachers really know them, and 94% shared that teachers care about them.
2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families:** We have a positive relationship with our non-English-speaking parents/guardians, and we continue to focus on refining our communication/support infrastructure for them. We provide translation services and invite families to join our Multilingual Learner Advisory Committee. One hundred percent of parents/guardians of multilingual learners who responded to our annual input survey shared that adults at the school care about their children and treat parents and students with respect.
3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process**

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

2. Building Partnerships for Student Outcomes: Rate the LEA's progress in the areas listed below.

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

	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				**X**	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				**X**	
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				**X**	
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				**X**	

Narrative: 3,000 characters or less.

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes:** We assign each family an appropriately credentialed Home School Teacher (HST). The HST meets with families to collaboratively create a personalized learning plan, reflecting a combination of optimal learning approaches. Their role is similar to that of a case manager teacher within an exceptional needs' education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and review student performance and progress. We ensure students are engaged in appropriate educational activities on instructional days and assess independent work quality and time value.
2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building**

Partnerships for Student Outcomes: We have focused on communicating to families and students the importance of participating in and making an earnest effort in state assessments. Educational partner input survey results show that 94% of parents/guardians agree or strongly agree that they understand the importance of students' participation in and performance on state assessments.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes:** We will continue to analyze the results of family engagement surveys to identify areas of focus and discuss improvement strategies with them. Also, we will continue to explore areas of needed improvement with our underrepresented families during various engagement meetings, including our Title 1 meeting and English Learner and LCAP Advisory Committees.

3. Seeking Input for Decision Making: Rate the LA's progress in the areas listed below.

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

	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				**X**	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				**X**	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				**X**	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				**X**	

Narrative: 3,000 characters or less.

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making:** Pacific Coast Academy's credentialed Home School Teachers (HSTs) facilitate direct communication of opportunities to participate in LEA decision-making for the families to whom they are assigned. Additionally, we use frequent electronic and in-person communication to share input opportunities, such as our LCAP Advisory Committee meetings and input survey links. Annual feedback surveys show that 93% of parents believe the school seeks their input in decision-making.
2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making:** We are focusing on increasing parent and student participation in input surveys and advisory committees. We are also discussing methods for improving input from families related to participation in state assessments.
3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making:** We regularly strive to reach out to and include underrepresented families in our LEA-wide decision-making. For example, we communicate opportunities to participate in decision-making in our parent communications, our Title 1 meetings, and our English Learner Advisory Committee.
   Input survey responses from parents/guardians of all priority group students show that our school partners appreciate opportunities to participate in schoolwide decision-making. These surveys show that 100% of parents/guardians of multilingual students, 88% of parents of socioeconomically disadvantaged students, and 67% of guardians of foster youth agree or strongly agree that the school provides opportunities for them to provide input in decision-making activities. Additionally, 94% of parents/guardians of students with disabilities and 89% of parents/guardians of unhoused students agree or strongly agree with this statement.

Local Performance Indicator: School Climate (LCFF Priority 6)

Standard*:* The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

Prompt 1: Data

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
3,000-character limit.

We administer annual internal climate surveys to parents/guardians, students, and staff members. Results from the 2024-25 school year survey demonstrate that most of our students feel high levels of safety and connectedness to our school.
All students: 96% agree or strongly agree that they feel safe at school, and 80% agree or strongly agree that they feel connected to the school.
Grades 4-5: 97% agree or strongly agree that they feel safe at school, and 85% agree or strongly agree that they feel connected to the school.
Grades 6-8: 94% agree or strongly agree that they feel safe at school, and 75% agree or strongly agree that they feel connected to the school.
Grades 9-12: 97% agree or strongly agree that they feel safe at school, and 83% agree or strongly agree that they feel connected to the school.
American Indian or Alaska Native: 94% agree or strongly agree that they feel safe at school, and 67% agree or strongly agree that they feel connected to the school.
Asian: 93% agree or strongly agree that they feel safe at school, and 82% agree or strongly agree that they feel connected to the school.
Asian Indian: 100% agree or strongly agree that they feel safe at school, and 100% agree or strongly agree that they feel connected to the school.
Black or African-American: 90% agree or strongly agree that they feel safe at school, and 80% agree or strongly agree that they feel connected to the school.
Filipino: 100% agree or strongly agree that they feel safe at school, and 89% agree or strongly agree that they feel connected to the school.
Hispanic or Latino: 95% agree or strongly agree that they feel safe at school, and 81% agree or strongly agree that they feel connected to the school.
Middle Eastern: 100% agree or strongly agree that they feel safe at school, and 100% agree or strongly agree that they feel connected to the school.
Native Hawaiian or Pacific Islander: 90% agree or strongly agree that they feel safe at school, and 60% agree or strongly agree that they feel connected to the school.
Two or More Races: 98% agree or strongly agree that they feel safe at school, and 82% agree or strongly agree that they feel connected to the school.
White: 97% agree or strongly agree that they feel safe at school, and 82% agree or strongly agree that they feel connected to the school.
Other: 86% agree or strongly agree that they feel safe at school, and 73% agree or strongly agree that they feel connected to the school.

Prompt 2: Meaning

Prompt 2 (MEANING): **Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.** 3,000-character limit.
Pacific Coast Academy students feel safe while participating in online courses and in-person activities offered by the school. Many students shared that they enjoy working with their PCA Homeschool Teachers and HQTs and appreciate the high levels of support they receive from teachers and other staff members. Students report that their teachers know and care about them and want them to succeed in school.

Prompt 3: Use

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes. 3,000-character limit.
Pacific Coast Academy staff members do not plan to make any changes to plans, policies, or procedures based on survey results, as all student groups reported high levels of safety and connectedness. PCA staff members will continue to strive to provide a safe and welcoming school environment for all students. Teachers will continue to provide progress monitoring, standards-based instructional resources, online classes, and tutoring to ensure all students can meet their academic goals.

Local Performance Indicator: Access to a Broad Course of Study (LCFF Priority 7)

Standard*:* Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are

enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
Our LCAP Goal 3 is entitled Improve Access and Success in a Broad Course of Study. This goal aims to provide each student with the support they need to attain the expected learning outcomes for each class, particularly those required per state or school policy. The metrics for this goal include the percent of: ● English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI/Dashboard). ● The percent of ELs who reclassify, the percent of students who score At Prepared on College Career Indicator (Dashboard). ● The percentage of parents/guardians of ELs, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor or coordinator once per school year to discuss academic progress. ● The percentage of English Language Development (ELD) teachers who participate in research-based professional learning.
Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.
We are a single-school charter school. Per our LCAP metrics, all students have access to and are enrolled in a broad course of study.
Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
During the 2024-25 school year, we continue to struggle to find and hire qualified Career and Technical Education (CTE) teachers. In an attempt to address these challenges, we will use an online course provider to offer three additional CTE pathways beginning in the 2025-26 school year.
In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
We have worked diligently to implement approaches intended to demonstrate college and career readiness on the California School Dashboard. For example, we have been incrementally implementing Career Technical Education (CTE) Pathways, Advanced Placement (AP) courses, A-G approved courses, and opportunities for our students to take college credit courses.

Coversheet

2025-2026 Local Control Accountability Plan (LCAP)

Section: II. Finance
Item: B. 2025-2026 Local Control Accountability Plan (LCAP)
Purpose: Vote
Submitted by:
Related Material: 2025-26 June PCA LCAP.pdf

Local Control and Accountability Plan

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

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

Plan Summary [2025-2026]

General Information

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

The mission of Pacific Coast Academy is to develop the individual gifts of our students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st Century. Our academic program is designed to be highly flexible and customizable.

Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 5,612 students, 38% are eligible for free/reduced lunch, 2% are English Learners, 1% are Homeless Youth, and 0.1% live in foster care. Our unduplicated priority group percentage is 40%. About 12% of our students have exceptional learning needs. Further, 52% of our students are White, 31% are Hispanic or Latino, 8% are Two or More Races, a little over 1% are Black or African American, 3% are Asian, a little over 1% are Filipino, 0.5% are American Native or Alaskan Native, and 0.2% are Native Hawaiian or Pacific Islander.

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

Pacific Coast Academy supports the successful transition of preschool-aged children into our transitional kindergarten (TK) program by collaborating with families during the enrollment process and offering individualized learning plans tailored to meet developmental needs. Credentialed Home School Teachers (HSTs) are assigned to each TK student and work closely with parents to assess early learning benchmarks

and readiness skills. HSTs also provide families with guidance on how to create learning environments at home that promote early literacy, numeracy, and social-emotional development.

Reflections: Annual Performance

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

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over the next three years. The baseline data from 2022-23 school year will assist the school in establishing goals to reach by 2026-27 school year. The following is a review of PCA's academic data from 2023-2024 school year.

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

- The student participation rate on the CAASPP assessments was 99% in 2024-25.
- The chart below lists the results of 2023-2024 California Smarter Balanced Summative Assessments for English language arts/literacy (ELA), Mathematics and Science from DataQuest. The chart also includes State of California data for comparison purpose.

Pacific Coast Academy CAASPP Student Group Data 2023-24	Total # of Students with scores	School % ELA Standards Met or Exceeded	State of CA % ELA Standards Met or Exceeded	School % Math Standards Met or Exceeded	State of CA % Math Standards Met or Exceeded	School % Science Standards Met or Exceeded	State of CA % Science Standards Met or Exceeded
All Students	3,023	50.25%	47.04%	37.08%	35.54%	43.08%	30.70%
Female	1,528	53.53%	51.09%	33.23%	33.56%	40.94%	30.04%
Male	1,494	46.86%	43.15%	40.99%	37.44%	45.22%	31.29%
Asian	105	79.05%	74.25%	67.61%	69.98%	59.38%	60.62%
Amer. Ind/Alaska Nat	15	40.00%	33.30%	26.67%	22.50%	<11 students	21.12%
Black/ Afr. American	45	22.22%	30.34%	11.11%	17.75%	10.00%	14.97%
Filipino	37	75.68%	70.84%	56.75%	57.52%	70.58%	50.46%
Hispanic/ Latino	891	45.46%	36.78%	29.74%	23.73%	38.30%	19.58%
Native Hawaiian or PI	8	< 11 students					
White	1,593	50.66%	60.24%	39.10%	49.57%	44.73%	44.89%
2 or More Races	329	53.49%	60.00%	39.21%	49.55%	44.23%	45.09%
Stu. w/ Disabilities	349	28.08%	15.83%	21.84%	12.54%	21.05%	9.00%
Socio-Econ Disad.	1,202	42.93%	36.81%	28.02%	24.98%	36.55%	20.73%
ELL	41	4.88%	10.29%	12.20%	10.25%	0.00%	2.36%
RFEP	90	60.00%	58.33%	35.55%	38.51%	50.00%	31.00%
LTEL	13	0%	4.64%	0%	2.21%	<11 students	1.00%
Homeless Youth	37	21.63%	25.58%	16.22%	16.32%	15.38%	13.53%
Foster Youth	*	< 11 students					

- In 2024, the percentage of students who Met or Exceeded the Standard for ELA increased by one percent to 50%, which is slightly higher than the state rate of 47%.
- In 2024, the schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 37%, slightly higher than the statewide average of 36%.
- 2024 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 43%, higher than the state rate of 31%.

CAASPP Student Groups Data: The table below highlights how PCA student groups performed compare to 2022-2023 in ELA, Math and Science.

CAASPP DATA Comparison (2023-24 VS 2022-23)	
Areas of Growth & Strengths	**Areas of Improvement**

• **All Students** improved across all subjects:
  ○ ELA: ↑ from 49.21% → 50.25%
  ○ Math: ↑ from 34.29% → 37.08%
  ○ Science: ↑ from 38.40% → 43.08%
• **Asian and Filipino Students** maintained exceptionally high performance:
  ○ Asian: ELA ↑ to 79.05%, Math ↑ to 67.61%
  ○ Filipino: Science ↑ to 70.58%
• **RFEP Students** continued strong performance:
  ○ ELA ↑ from 50.63% → 60.00%
  ○ Science ↑ from 20.51% → 50.00%
• **Students with Disabilities** showed steady improvement:
  ○ ELA: ↑ from 28.16% → 28.08% (steady)
  ○ Math: ↑ from 20.26% → 21.84%
  ○ Science: ↑ from 18.65% → 21.05%
• **Socioeconomically Disadvantaged Students** also improved:
  ○ ELA ↑ from 43.23% → 42.93% (minor dip)
  ○ Math ↑ from 25.38% → 28.02%
  ○ Science ↑ from 29.59% → 36.55%
	• **Black/African American Students**:
	  ○ ELA ↓ from 25.00% → 22.22%
	  ○ Math ↑ from 5.72% → 11.11%
	  ○ Science ↓ from 15.38% → 10.00%
	• **English Learners (ELs)**:
	  ○ ELA ↓ from 5.46% → 4.88%
	  ○ Science ↓ from 10.00% → 0%
	• **LTEL (Long-Term ELs)**:
	  ○ ELA and Math: remained at 0%
	  ○ Significant need for language support
	• **White Students** showed decline in ELA but increase in Math and Science:
	  ○ ELA ↓ from 51.20% → 50.66%
	  ○ Math ↑ slightly: 36.47% → 39.10%
	  ○ Science ↑ slightly: 40.74% → 44.73%,
	• **Homeless Youth** showed decline in ELA but increased in Math & Science:
	  ○ ELA ↓ from 38.71% → 21.63%
	  ○ Math ↑ from 16.13% → 16.22%
	  ○ Science ↑ from 9.09% → 15.38%, but all scores remain well below average

Summary

- PCA continues to outperform the state average in ELA, Math, and Science across all students.
- Asian, Filipino, RFEP, and Two or More Races subgroups are leading schoolwide achievement, particularly in ELA and Science.
- English Learners (ELs), LTELs, and Homeless Youth demonstrate persistent academic challenges, especially in Math and ELA, requiring focused intervention.
- Mathematics remains the greatest area of concern, despite modest schoolwide improvement; targeted support for underperforming subgroups is essential.
- Science achievement has risen notably, suggesting effective implementation of inquiry-based or NGSS-aligned instructional practices.

2024 California Dashboard (Distance from Standards)

2023-24 PCA Student Group Performance Level in ELA					
Student Group	**# of Students**	**% Met/ Exceeded Standards**	**Distance from Standard**	**Change**	**Dashboard Color**
All Students	**2901**	**50.3%**	**I point below**	**Increased 5.3 points**	**Green**
Homeless	**39**	21.6%	45.9 points below	Maintained 0.6 points	**Orange**
Students with Disabilities	**39**	28.1%	53.3 points below	Maintained 2.6 points	**Orange**
Black or African American	**43**	22.2%	51.9 points below	Decline 3.5 points	**Orange**
English Learners	**394**	4.9%	43.5 points below	Increased 34.8 points	**Yellow**
Hispanic	**847**	45.5%	13.2 points below	Increased 11.3 points	**Yellow**
Socioeconomically Disadvantaged	**1,179**	42.9%	16.8 points below	Increased 5.8 points	**Yellow**
White	**1,593**	50.7%	0.8 points below	Maintained 2.8 points	**Yellow**
Two or more Races	**260**	53.5%	7.2 points above	Maintained 0.9 points	**Yellow**
Filipino	**37**	75.7%	38.8 points above	Maintained 1 point	**Green**
Asian	**104**	79.1%	67.3 points above	Increased 10.7 points	**Blue**
Long-Term EL	**17**	0.0%	132.2 points below	Increased 10.5 points	**No Color**
American Indian/Alaska Native	**14**	40.0%	11.5 points below	n/a	**No Color**
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Foster Youth (1), Native Hawaiian or Pacific Islander (8)**					

2023-24 PCA Student Group Performance Level in Mathematics					
Student Group	**# of Students**	**% Met/ Exceeded Standards**	**Distance from Standard**	**Change**	**Dashboard Color**
All Students	**2,901**	**37.1%**	**35.1 points below**	**Increased 7.9 points**	**Yellow**
Black or African American	**43**	11.1%	96.7 points below	Maintained 1.8 points	**Red**
Two or more Races	**259**	39.2%	34.8 points below	Maintained -2 points	**Orange**
English Learners	**94**	12.2%	82.4 points below	Increased 19.9 points	**Yellow**
Hispanic	**848**	29.7%	55 points below	Increased 13.1 points	**Yellow**
Socioeconomically Disadvantaged	**1,179**	28.0%	57 points below	Increased 7.8 points	**Yellow**
Students with Disabilities	**394**	21.8%	88.9 points below	Increased 5.7 points	**Yellow**
White	**1,533**	39.1%	30.4 points below	Increased 6.3 points	**Yellow**
Filipino	**37**	56.8%	3.1 points below	Declined 4.8 points	**Yellow**
Homeless	**39**	16.2%	82.5 points below	Increased 19.4 points	**Yellow**
Asian	**104**	67.6%	47.1 points above	Increased 11.6 points	**Blue**
Long Term EL	**17**	0.0%	152.9 points below	Increased 18,8 points	**No Color**
American Indian	**14**	26.7%	23.7 points below	Not available	**No Color**
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Foster Youth (1), and Pacific Islander (8)**					

PCA 2023–24 Performance Highlights

- **Schoolwide improvement** in both ELA (+5.3 pts) and Math (+7.9 pts); ELA now just 1 point below standard (Green).
- **Asian and Filipino students** are top performers, exceeding standards in both ELA and Math with Blue and Green indicators.
- **Two or More Races** and **White students** performed near or above standard in ELA and improved in Math (Yellow).
- **English Learners (ELs)** and **Long-Term ELs** showed major growth in both subjects (+19–35 points), though still below standard.
- **Homeless Youth** and **Socioeconomically Disadvantaged students** demonstrated notable gains in Math.

2024 EAP and College/Career Readiness Indicator (CCRI)

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2023-24 PCA EAP & College/Career Indicator						
Student Group	# of Students	% Met/ Exceeded ELA CAASPP Standards	% Met/ Exceeded Math CAASPP Standards	College/ Career % Prepared	Change	College & Career Dashboard Color
All Students	149	72.1%	38.1%	45.6%	Increased 9.2%	Green
White	63	77.6%	47.4%	58.7%	Increased 23.8%	Green
Socioeconomically Disadvantaged	89	63.2%	30.3%	39.3%	Increased 10.6%	Green
Hispanic	58	66.7%	25.0%	32.8%	Maintained -1.3%	Orange
Two or more Races	15	75.0%	33.3%	33.3%	Declined 2.4%	No Color
Students with Disabilities	28	31.6%	10.5%	17.9%	Increased 7.1%	No Color
English Learners	12	>11 students		16.7%	N/A	No Color
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Asian (1), Black/African American (5), American Indian (1), Filipino (5), Foster Youth (1), Homeless (9), and Long-Term English Learners (10)**						

PCA's student groups:

- White and Socioeconomically Disadvantaged received green color on California School Dashboard color.

2024 Graduation Rate

2023-2024 PCA Graduation Data				
Student Group	# of students	2024	Change	Dashboard Color
State of CA	--	86.7%	Maintained 0.3%	Yellow
Dehesa SD	K-6 District			
Schoolwide	150	92%	Maintained 0.6%	Green
Hispanic/ Latino	58	93.1%	Increased 1.6%	Green
White	64	90.6%	Declined 1%	Yellow
Socioeconomically Disadvantaged	90	94.4%	Increased 5.8%	Green
Two or more races	15	100%	Increased 7.1%	No Color
English Learners	12	91.7%	Not Available	No Color
Students with Disabilities	28	78.6%	Maintained 0%	No Color
*The following student groups had less than 11 students, so data was not displayed due to privacy: **American Indian (1), African American (5), Asian (1), Filipino (5), Foster Youth (1), Homeless (9), Long-Term English Learners (10)**				

- 2024 schoolwide high school graduation rate increased to 92% which is higher than the statewide average of 86.7%. The 2023-24 Graduation Rates chart compares the graduation rate of the school to the state rate, lists the graduation rate for numerically significant student groups, and dashboard color for schoolwide as well as numerically significant student groups.
- Students identified as Socioeconomically Disadvantaged increased from 88.6% to 94.4%, Hispanic students increased from 91.5% to 93.1%, White students decreased slightly from 91.7% to 90.6%, and Students with Disabilities maintained at 78.6% (Dashboard).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff Engagement	Staff members contributed meaningful suggestions through advisory groups and LCAP-focused discussions (LCAP Advisory Committee meetings in October 2024 and January, March, and April 2025). Staff also provided input through LCAP Input Worksheets that they completed during regional team meetings. Feedback included: - A desire to expand access to advanced math courses, particularly Geometry and beyond, and to consider implementing the Integrated Math sequence. - Strategies to increase survey participation, such as obtaining a waiver at the start of the year to allow students to complete LCAP surveys during class.
Student Engagement	Students and Parents voice played a central role in shaping the plan. We invited parents and middle/high school students to attend and provide input during LCAP Advisory Committee meetings (October, January, March, and April). During listening sessions and through survey feedback Students expressed: - A need for more accessible information on Career Technical Education (CTE) pathways and courses. They asked for direct communication from teachers regarding CTE opportunities. - Interest in having a more formal invitation process to LCAP Advisory Committee meetings, suggesting personalized messages such as “You are cordially invited…” be sent to increase parent and student participation. - Students in grades 4-12 also complete the annual student LCAP survey to rate various aspects of our program and share feedback on school strengths and areas for improvement.
Additional Engagement	Parents, administrators, and other educational partners were consulted through school outreach meetings, LCAP advisory committees, and surveys.

Insert or delete rows, as necessary.

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

Goals	Feedback already in the goal	Feedback
Goal 1: Conditions for Learning	• Credentialing and instructional materials access • Engagement survey efforts • Technology expansion (laptops, hotspots, etc.) • PD for staff growth and support	• Staff request for summer access to tech/resources • More specific mention of BrainPOP, Lexia, and Reading Horizons as new tools • Request for hands-on curriculum access during PD days • Streamlining of tech request process (not stated clearly)
Goal 2: College & Career Readiness	• Addition of new CTE pathways • Expansion of AP offerings • College credit access and support • Focus on A-G tracking and readiness	This goal was *well aligned* with the staff and student feedback

Goal 3: Family Engagement & Supports	• Parent workshops and liaison support
	• Academic and SEL support roles
	• English Learner and SPED resources
	• STAR360 and interim assessments
	• Expanded library and digital access
		• Family engagement ideas like:
		  ○ QR survey cards for incentives
		  ○ "Explore PCA" Bingo
		• Specific mention of SEL PD on anxiety
		• More breakout PD sessions by grade level

The adopted 2025–26 LCAP for Pacific Coast Academy (PCA) was developed through a collaborative process informed by robust educational partner engagement. Input was gathered through surveys, LCAP Advisory Committee meetings (held October 2024, January 2025, March 2025, and April 2025), listening sessions, and regional outreach. The school consulted with students, parents, staff, and administrators across all regions, ensuring inclusive input that influenced each goal area and corresponding actions.

Goal 1 – Conditions of Learning:
Staff and families highlighted the need for year-round access to digital resources and better technology support. In response, PCA added summer tech checkouts and enhanced Chromebook distribution protocols (Goal 1, Action 4). Teachers requested greater access to standards-aligned digital tools**,** which led to expanded integration of BrainPOP, Lexia, and Reading Horizons (Goal 1, Action 2). To streamline resource access, the school also improved supply tracking and facility inspection procedures.

Goal 2: College and Career Readiness

Students expressed a desire for more visible CTE opportunities and earlier college/career planning. In response, PCA launched three new CTE pathways, increased counselor-led A–G planning meetings, and expanded dual enrollment offerings with flexible outreach for families (Goal 2, Actions 1, 3, and 4). AP offerings were also expanded based on student and teacher requests, with training support provided to staff (Goal 2, Action 2).

Goal 3: Academic Supports and Family Engagement

Parents requested more multilingual engagement and clarity around support services. In response, PCA hired a Parent Liaison and developed new multilingual workshop series (Goal 3, Action 1). Stakeholders emphasized the need for expanded SEL and MTSS supports, leading to the hiring of a credentialed Mental Health Professional and a redesign of Tier 2/3 supports (Goal 3, Action 2). Staff also called for clearer academic growth tracking, prompting expanded use of STAR360 diagnostics (Goal 3, Action 4). Additional feedback led to new engagement strategies such as "Explore PCA" bingo cards and QR code surveys to increase parent participation.

Title I Planning:

As PCA uses its LCAP as the School Plan for Student Achievement (SPSA), input from the Title I School Site Council was reviewed. The Council confirmed that no additional Title I-funded activities were required beyond those already embedded in the plan. This is documented to clarify that all Title I-related strategies are already integrated into the broader LCAP goals.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

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

In 2023-2024, ninety-nine percent of the teachers were fully credentialed and appropriately assigned based on California Education Code 44865. All students had access to instructional material aligned with state academic standards. The student attendance rate was 98%, the chronic absenteeism rate is 0.8% (Blue on Dashboard), and the suspension and expulsion rate were 0% (both were Blue on Dashboard). The climate surveys indicate that most of our students and parents feel safe and connected to the school.

The 2023-2024 high school graduation rate is 92%, higher than the state rate of 86.7%. Numerically significant subgroups' graduation rates are as follows: Socioeconomically disadvantaged group was 94.4%, Students with Disabilities 78.6%, Hispanic students 93.1%, and White students 90.6%. The overall graduation rate improved by 0.6% from the previous year. The California School Dashboard color was green for schoolwide and all student groups except for White student group. White student group received a yellow color on the dashboard due to a slight decrease (1%) in graduation rate, The focus continues to be on improving the quality of engagement data related to student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-27 Outcome	**Difference between Year 3 and Baseline**
1	% of teachers fully credentialed & appropriately assigned	99%	99%		100%	
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%		100%	
3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%		100%	
4	Student Attendance Rate (CALPADS)	98%	98%		100%	
5	Chronic Absenteeism Rate (Dashboard)	0.5%	0.8%		0%	
6	High School Graduation Rate (Dashboard)	91%	92%		95%	
7	High School Dropout Rate (CALPADS)	7% (44/642)	1% (8/768)		0%	
8	Middle School Dropout Rate (CALPADS)	11% (75/671)	2.9% (25/855)		0%	
9	Student Suspension Rate (Dashboard)	0%	0%		0.0%	
10	Student Expulsion Rate (Dashboard)	0%	0%		0.0%	
11	% of students who feel high levels of connectedness to their school	98%	80.4%		100%	
12	% of parents who strongly agree/agree Adults at the school care about students (Internal Survey).	99%	96.9%		100%	
13	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students (Internal Survey).	96%	95.5%		100%	

Goal 1 Analysis for [2024-25]

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

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

During the 2023–24 school year, Pacific Coast Academy implemented the planned actions related to ensuring students had access to credentialed teachers, instructional materials, appropriate facilities, technology, and engagement tools. While most actions were carried out as intended, there were some differences in timelines and resource delivery, particularly regarding technology distribution and in-person engagement events, which varied across regions. Nonetheless, all students were assigned appropriately credentialed teachers and had access to core materials. Expanded professional development opportunities and increased tech access supported overall implementation success.

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

In reviewing expenditures for Goal 1, there were minimal differences between the budgeted and actual costs, with most planned actions executed as expected. For instance, Action 1.4 (Technology), budgeted at $378,798, had an actual expenditure **of** $342,914, reflecting cost savings from lower-than-anticipated hardware and software pricing. Action 1.5 (Monitor Student Engagement), while budgeted at $500**,** had no reported expenditures, due to survey tools were integrated into existing platforms at no additional cost. All other Goal 1 actions, including credentialed staffing and instructional materials, were implemented on budget, and no changes in percentage of improved services were noted.

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

The actions under this goal were largely effective in supporting student access and success. Credentialing compliance remained high, and the implementation of online platforms (e.g., IXL, Reading Eggs) helped support student achievement, especially among priority groups. The professional development offerings increased staff knowledge of curricular tools and engagement strategies. However, feedback from staff noted a need for more personalized PD, extended tech access into summer, and a streamlined process for tech checkout.

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

In response to feedback and implementation review: Access to tools such as BrainPOP and Lexia will be expanded; New supports will be added to streamline tech checkout for students and staff; Summer access to instructional materials and technology will be promoted; More customized

PD offerings, including SEL and grade-span focused sessions, will be introduced; Family engagement strategies tied to survey incentives and QR outreach cards will also be implemented. In addition, the following metrics were added: Middle and High School student dropout rate, and school wide attendance rate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF 1000 Salaries/3000 Benefits: $32,973,560	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF 4000 Instructional Materials: $7,750,630	Y
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF 1000 Salaries/3000 Benefits: $261,410 3220 Non- Capitalized Equipment: $81,104 Total: $342,514	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer student engagement surveys.	$ 0	N
6	Systems of professional growth and improvement	Funded by Title II, Part A, this action provides professional learning opportunities for teachers and administrators, including collaborative planning by grade/subject area and training on effective instruction.	Title II $105,000 1000 Salaries/3000 Benefits 5000 Purchase Services $5,000 -LCFF Total: $110,000	N

Action #	Title	Description	Total Funds	Contributing
7	Professional Learning through Exemplary School Partnerships	PCA will use LREBG funds to partner with organizations that support high-performing, equity-focused schools. Staff will visit award-winning schools and engage in professional networks to observe and apply evidence-based practices shown to close achievement gaps. Research supports that experiential, job-embedded learning improves instructional quality and student outcomes (Darling-Hammond et al., 2017). Effectiveness will be measured through staff reflection logs, observation rubrics, participation rates, and progress in subgroup academic outcomes.	LREBG 5000 Purchase Services: $300,000 -LREBG	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve College and Career Readiness: Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.	Broad

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap

significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness.

In 2023-2024: A review of College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who graduate meeting prepared on the CCRI, meet A-G requirements, increase enrollment in at least two Advanced Placement (AP) course and score 3 or higher on two AP examinations, and increase the percentage of students who complete a CTE pathways prior to graduation. The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness indicator among students. For example, 45.6% of high school students graduating were prepared for College and Career Indicator. Of the 45.6% students who were identified as prepared on the College and Career Readiness Indicator (CCRI), 76.4% of the students completed college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded and 3.6% of the students scored 3 or higher on two Advanced Placement courses, who were identified as being prepared on the College and Career Indicator. met UC/CSU requirements upon graduation. The graduating cohort had 58.8% met A-G course requirements. In 2024, 43.8% Earned a Golden Seal Merit Diploma. We continue to add CTE courses to support students' interest and career path.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24 (2022-23)	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	Schoolwide **ELA** Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)	-1 (Green)		0.0 (Green)	
2	Schoolwide **Math** Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)	-35.1 (Yellow)		-37.0 (Green)	
3	Schoolwide **Science** Distance from Standard (DFS) and (California School Dashboard Color)	NA	-6.6 (Baseline)		0.0 (Green)	
4	% of students scoring At Standard or Exceed Standard on the California **Science** Test (Dataquest)	34.4%	43.1%		45.4%	
5	% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP) (Dataquest)	49.2%	72.1%		55.2%	
6	% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP) (Dataquest)	34.3%	38.1%		40.3%	
7	% of Cohort Graduates who met **UC/CSU Requirements** (Dataquest)	27.5%	37.2%		33.5%	
8	% of students who met **UC/CSU requirements** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	58.2%	58.8%		67.2%	
9	% of students in **AP Courses** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%	1.5%		10.6%	
10	% of students completed a **CTE pathway** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%	1.5%		8.8%	

11	% prepared on **College and Career Readiness Indicator (CCRI)** Dashboard Status (Dashboard)	36.4% Medium	45.6% (Green)		51.4%	
12	% of **College Credit Courses** completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%	52.9%		80%	
13	% of students who were identified as Prepared on the CCRI who received a **State Seal of Biliteracy**	5.5%	1.5%		12.5%	
14	% of Graduates Earning a **Golden State Seal Merit** Diploma (Dataquest)	43.5%	43.8%		49.5%	
15	English Learners progress on ELA Distance from Standard (DFS) and (California School Dashboard color)	-78.3 (Red)	-43.5 (Yellow)		-50 (Green)	
16	English Learners progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-102.3 (Red)	-82.4 (Yellow)		-70 (Green)	
17	African American student progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-98.5 (Red)	-96.7 (Red)		-90 (Green)	

Goal 2 Analysis for [2024-2025]

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

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

Goal 2 focused on increasing student access to college and career readiness opportunities. Actions were implemented as planned, including expansion of dual enrollment options, career pathway awareness, and support for A–G aligned coursework. Additional AP course offerings were introduced, and several students participated in community college programs. While the Fast Track A–G Summer Program was piloted successfully, participation varied across regions due to awareness and scheduling. One challenge was ensuring consistent student understanding of CTE pathways; however, teacher and counselor involvement helped bridge this gap.

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

Goal 2 actions were closely aligned with the budget, with most actuals falling within expected ranges. Action 2.1 (CTE Pathways**)** was budgeted at $124,369 and slightly exceeded projections at $127,418, reflecting additional costs in instructional materials. Action 2.2 (AP courses and exams**)** came in under budget at $345,824 versus $393,044, due in part to fewer students than expected registering for multiple AP exams. Action 2.3 (A–G Readiness) and Action 2.4 (College Credit Courses) were both slightly over budget **(**$282,311 vs. $273,095 and $51,574 vs. $30,000**,** respectively), likely due to increased dual enrollment materials and counselor support. Overall, these differences were modest and did not materially affect the implementation or proportional services.

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

The actions taken under this goal were effective in expanding student options and increasing alignment with college/career goals. Students reported greater awareness of CTE and AP offerings, and staff supported the development of A–G aligned Individual Graduation Plans (IGPs). Staff also helped students access virtual and in-person dual enrollment. Early outreach and pathway exposure at the middle school level still need further development, and students expressed interest in clearer CTE communications.

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

Based on reflections: Three new CTE pathways will launch through SkyRocket, with no cost to families; Early CTE exposure will be expanded for middle school students; More AP courses will be added (e.g., Human Geography, Pre-Calculus), and lab kits and AP summer training will be provided; The Fast Track A–G Summer Program will be expanded and better promoted; IGP forms will be revised to emphasize A–G planning, and a Spanish Heritage track will be explored; Professional development for counselors and staff supporting CCRI and CTE will be expanded. In addition, the metric for the statewide science assessment was added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF 1000 Salaries/3000 Benefits: $187,000 4000 Instructional Materials: $40,418 Total: $227,418	Y
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF 1000 Salaries/3000 Benefits: $213,091 4000 Instructional Materials: $32,732 Total: $245,823	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include maintaining funding for the additional counselor brought on in 2021-22 and teacher brought on in 2023-24.	LCFF 1000 Salaries/3000 Benefits: $152,300 4000 Instructional Materials/ 5000 Purchase Services: $30,011 Total: $182,311	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF 1000 Salaries/3000 Benefits: $41,574 4000 Instructional Materials: $10,000 Total: $51,574	Y
5	Credit Recovery Summer School Program	Based on input from students, staff, and families, PCA will use LREBG funds to implement a summer school program focused on credit recovery for at-risk students. Research supports that extended learning time, particularly targeted summer interventions, improves graduation rates and academic performance (Allensworth & Easton, 2007). Effectiveness will be measured by course completion rates, credit recovery data, student attendance, and subsequent academic progress.	LREBG 1000 Salaries/3000 Benefits $3,400 4000 Instructional Materials $7,000 Total: $10,400	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve Access and Success in a Broad Course of Study This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. This Goal addresses LCFF priorities 2, 3, 4 and 7.	Broad

State Priorities addressed by this goal.

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

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

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

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

An explanation of why the LEA has developed this goal.

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

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

Thus, indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the 2024 California School Dashboard 2024 English Learner Progress Indicator (ELPI), 48.5% of the students were making progress toward English Language Proficiency which is slightly higher than the state rate of 45.7%. In 2024, 23.53% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 14.63%. The success of the ELL progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning). We will be using the LREBG funds to support academic progress

We are use the Learning Recovery Emergency Block Grant (LREBG) to enhance and amplify this goal in support learning opportunities in ELA and Mathematics via interventions and tutoring.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-2027 Outcome	Difference between Year 3 and Baseline
1	% of English Learners (ELs) who made progress toward **English proficiency** as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	56.3%	48.5%		62.3%	
2	% of English Learner students who scored proficient on the English Language Proficiency for **Summative ELPAC** (Dataquest).	20.9%	23.53%		26.9%	
3	English Learner Reclassification Rate	28% (26/93)	27% (27/101)		35%	
4	% of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by **school-administered parent survey.**	98%	92.8%		100%	
5	**% of parents/guardians** of English Learners, Long-Term English Learners those in foster care, and those living in low socio-economic conditions (priority groups) who met with a counselor/coordinator once per school year	43%	50%		63%	
6	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support **professional learning**	100%	100%		100%	
7	% of students who have *access **and are** enrolled* in a **broad course of study (Pathways)**	100%	100%		100%	
8	Increase graduation rate of students with exceptional needs (decrease dropout rate by 3%) (DataQuest)	78.6% (22/28) 21.4% dropout	78.6% (22/28) 21.4% dropout		18.4% dropout	
9	% of **English Learners**, Long Term English Learners those in foster care, homeless youth and those living in low socio-economic conditions (priority groups) who are *offered **and** participate* in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%	33.0%		50.%	

Goal Analysis for [2024-2025]

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

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

Goal 3 focused on expanding academic supports, improving family engagement, and strengthening services for students with exceptional needs. The majority of planned actions were implemented successfully. Key supports included increased outreach through newsletters, social media, and school events; expansion of tiered academic support; and improved communication about special education and English learner services. One challenge was consistently reaching families across diverse regions, though efforts such as park days, parent workshops, and staff outreach helped mitigate this. Virtual and in-person supports were adapted based on family needs and feedback.

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

Spending under Goal 3 remained largely consistent with planned expenditures, though some actions did experience some adjustments. Action 3.2 (Academic and Social-Emotional Supports) was originally budgeted at $2,681,950 and had a higher actual expenditure of $2,900,970**,** due to expanded staffing needs and increased support service costs. Action 3.1 (Parental Involvement**)** also slightly exceeded its budget **(**$191,737 actual vs. $170,244 planned) due to increased outreach activities and workshops. Conversely, Action 3.3 (English Learner Support) came in under budget **(**$140,310 actual vs. $153,351 planned**),** as some professional development costs were absorbed through other funding sources. These variations were expected and consistent with evolving student and family needs across regions. All contributing actions remained within the parameters of proportional services required.

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

These actions were generally effective in supporting student academic and social-emotional needs while increasing family connection to the school. Staff reported improved use of resources such as the digital library and academic interventions. Parent participation in workshops and advisory meetings increased slightly. However, staff and families requested more structured SEL training, family incentives, and tools to help families understand academic programs and assessments more clearly

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

Informed by feedback and outcomes: Additional outreach strategies will be used (e.g., “Explore PCA” bingo cards, QR code survey incentives); SEL support will expand to include guest speakers and mental health-focused workshops for both staff and families; Staff roles were updated (e.g., replacing SEL Coordinator with Mental Health Professional) and new positions proposed (e.g., SLP, Program Specialist); More visual and multilingual communication tools will be used to support family understanding of assessments and services; SPED and EL-specific events (e.g.,

biliteracy park days) will be introduced; and Continued focus on personalized academic supports such as pacing guides, enrichment access, and home learning resources. In addition, a metric for the English Learner Reclassification rate will be added and monitored.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experiences survey results show a need to increase family awareness of academic and social-emotional supports. PCA will use **LREBG and LCFF funds** to expand this action by offering multilingual family workshops, sustaining a parent liaison, and developing resources that clarify our MTSS supports. This meets **LREBG criteria** by addressing the disproportionate impact of disrupted learning on historically underserved families and supporting student recovery through stronger home-school collaboration. Research shows that family engagement significantly boosts student achievement and well-being, especially for at-risk populations (Henderson & Mapp, 2002). Effectiveness will be measured through survey data, workshop participation rates, and improved student outcomes in academics and engagement.	LCFF/LREBG 1000 Salaries/3000 Benefits $141,574 -LCFF $45,000 LREBG 5000 Purchase Services: $50,000 -LCFF $50,000-LREBG Total: $381,574	Y
2	Academic and Social-Emotional Supports	To enhance and amplify Tier 2 academic and social-emotional supports, PCA will use **LREBG and LCFF funds** to sustain and expand positions added due to the pandemic: Student Support Coordinator, 504 Coordinator, Intervention Support Coordinator, Regional Coordinator, Paraeducators, Intervention/Support Staff, SEL Coordinator, Enrichment Specialists/Student Advisors, Library Support, Foster Youth/Homeless Liaison, and a range of online and in-person tutoring programs. Funds will also support research-based professional development for educators focused on the needs of underperforming student groups. This action meets **LREBG criteria** by addressing learning recovery and the disproportionate impact of disrupted learning. As Dr. Joseph F. Johnson, Jr. states, *"Students succeed when adults surround them with unwavering belief in their potential and provide the targeted support they need to thrive."* Effectiveness will be measured through tutoring participation, survey data, internal benchmarks, and subgroup outcomes on CAASPP.	LCFF/LREBG 1000 Salaries/3000 Benefits: $3,500,500 – LCFF $265,000 -LREBG 4000 Instructional Materials: $301,470 - LCFF $45,000 -LREBG Total: $4,111,970	Y
3	English Learner Supports	To enhance and amplify supports for English Learners, PCA will use **LREBG and LCFF funds** to expand staffing and services, including an ELD Director, ELD teachers, tutoring, and integrated ELD-focused professional learning. This action builds on positive EL progress data and addresses ongoing needs for language development acceleration. Research supports that sustained, explicit language instruction—paired with integrated academic supports—improves long-term outcomes for multilingual learners (August & Shanahan, 2006). Effectiveness will be measured through ELPAC growth, reclassification rates, and participation in ELD support classes.	LCFF/LREBG 1000 Salaries/3000 Benefits: $111,285 -LCFF $45,330-LREBG 4000 Instructional Materials: $24,025-LCFF 5000 Purchase Services: $5,000 -LCFF $25,000- LREBG Total: $210,640	Y
		To enhance learning recovery efforts, PCA will use **LREBG and LCFF funds** to implement STAR360 diagnostic assessments in ELA, early literacy, and math, and provide individualized support through Exact Path. This includes funding for assessment tools and staff responsible for implementation, progress monitoring,	LCFF/LREBG 1000 Salaries/3000 Benefits $185,755-LCFF $109,110-LREBG	

Action #	Title	Description	Total Funds	Contributing
6	School Support Lead Position	This action focuses on creating and funding several positions to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF 1000 Salaries/3000 Benefits: $350,000	Y
7	Professional learning related to English Learners	This action, funded by **Title III – EL**, provides teachers with instructional materials and professional development focused on evidence-based strategies to accelerate English language development and improve academic outcomes for English Learners.	$ 18,863 (Title III, A) 4000 Instructional Materials	N
8	Digital Library	Funded by **Title I, Part A**, this action promotes academic achievement by providing access to a digital library platform and staffing a library technician. The digital library supports foundational literacy, subject-area knowledge, and multilingual access through a wide range of texts, including audiobooks and titles in students' home languages. This program strengthens literacy and language development and will be expanded to create digital technology and information literacy centers.	Title I, A: 1000 Salaries/3000 Benefits: $186,927 4000 Instructional Materials: $25,000 Total: $211,927	N
9	Targeted Academic Support	Funded by **Title I, Part A**, this action provides targeted instructional support for students performing below proficiency on state assessments. Supports include ELD teachers, a counselor, and academic interventions designed to address learning gaps and accelerate progress for struggling learners.	Title I, A 1000 Salaries/3000 Benefits: $340,084	N
10	Non-English Speaking Parent Support	Funded by **Title I, Part A**, this action supports Spanish-speaking families through bilingual (Spanish) ELD program assistants who facilitate effective home-school communication and increase access to school resources. With approximately 70% of English Learners speaking Spanish at home, this action strengthens family engagement and ensures parents can meaningfully support their children's education.	Title I, A 1000 Salaries/3000 Benefits: $134,107	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26 LCAP Year

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,846,124	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.10%	0%	$0	7.10%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

PCA is implementing a series of schoolwide actions designed to increase and improve services for English learners, foster youth, and low-income students. These actions include targeted academic supports, EL services, social-emotional counseling, and professional development focused on equity. PCA will monitor LREBG-funded supports through internal dashboards and progress reports aligned to each metric, including disaggregated subgroup tracking.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.4	Student surveys and demographic analysis show that many unduplicated students including English Learners, low-income students, and foster youth, lack consistent access to updated technology and reliable internet. Given that PCA operates in an online instructional model, tech access is essential for equitable participation and learning success.	Devices and internet hotspots are distributed schoolwide, but they principally benefit unduplicated students who lack resources at home. Updated devices and internet access ensure these students can access core content and digital platforms effectively.	Graduation rate, percentage of students with device access, tech support data, attendance rates
1.5	Many unduplicated students report low levels of school connectedness or disengagement. This may be due to environmental stressors such as economic hardship, housing instability, or limited access to emotional/academic support at home.	A research-based engagement survey is implemented schoolwide to diagnose reasons for disengagement. The results guide supports and interventions that disproportionately benefit unduplicated students by identifying barriers and needs.	Survey metrics: student connectedness, family perceptions, staff feedback on safety and support.
1.6	Analysis of local and state assessment data indicates that while some students are making progress, significant achievement gaps persist for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, staff and stakeholder feedback reveal inconsistencies in the implementation of rigorous, inclusive instructional practices. There is a clear need to strengthen staff capacity in supporting learning coaches in delivering high-quality, equitable instruction that accelerates learning for all students, especially those most impacted by the effects of the pandemic.	This action provides targeted professional learning opportunities through visits to exemplary schools and engagement in networks known for closing achievement gaps. By observing and analyzing real-world examples of effective instructional practices and systems of support, PCA staff will gain practical tools and strategies to improve teaching and learning. The focus is on implementing scalable, evidence-based practices that can be adapted to PCA's unique context and student population, thus directly addressing instructional quality and equity. PCA is implementing this action schoolwide to ensure all educators are equipped with the tools and strategies to meet the needs of all student groups. This approach supports schoolwide instructional coherence and targets improved outcomes for unduplicated pupils.	Number of staff participating in professional learning site visits or network opportunities or symposiums-attendance logs; PD agendas, Post-PD surveys and reflection forms, CAASPP scores, internal benchmark assessments (iReady, STAR, etc.)
2.1	CCRI data indicates only 1.5% of students completed a CTE Pathway. Many unduplicated students lack access to career exploration, internships, or industry certifications due to financial limitations or geographic isolation.	CTE offerings and internships are expanded schoolwide to provide equitable access, but they address a major gap for unduplicated students who often do not have these opportunities outside of school.	CTE pathway completion, CCRI scores, participation in internships

2.2	Low AP exam success (only 1.5% scored 3+ in 2024) indicates a lack of access and readiness, particularly for unduplicated students. These students often lack access to AP prep tools, tutoring, or home support to succeed in rigorous coursework.	Expands AP offerings and staff training to increase access and support for all students. Principally benefits unduplicated students by reducing cost and readiness barriers.	AP pass rate (3+), CCRI indicator, AP course enrollment.
2.3	A little over half (58.8%) of PCA graduates met UC/CSU A–G eligibility. Unduplicated students are often unfamiliar with A–G requirements and lack guidance to select and succeed in required courses.	Adds academic counselors to reduce caseloads and improve A–G tracking and course selection. Helps unduplicated students stay on path to 4-year college eligibility.	A–G completion rate, counselor meeting logs, UC/CSU eligibility data
2.4	In 2024, 52.9% of college credits earned are from students marked ‘Prepared’ on the CCRI, overall preparedness remains low (45.6%). Unduplicated students often lack exposure to college environments, can’t afford course materials, and face barriers to counseling access.	Supports dual enrollment access by paying fees, materials, and offering flexible parent support hours. Removes access and equity barriers for unduplicated families.	College course enrollment and completion, CCRI preparedness, parent engagement logs
2.5	A review of student data and input from educational partners shows that a number of students, particularly low-income and English Learners, are not on track to meet graduation or A–G eligibility requirements. These gaps were exacerbated by learning disruptions during the COVID-19 pandemic, increasing the need for credit recovery options.	This action funds a summer credit recovery program that allows students to make up missing credits required for graduation and/or A–G completion. By offering flexible scheduling, virtual options, and instructional materials, the program removes barriers often faced by unduplicated students. As a single-school LEA, PCA provides this action schoolwide, while prioritizing access and outreach to students most in need of academic recovery and support.	Percentage of students enrolled and completing credit recover, Graduation and A-G completion rate of participants, Disaggregated outcome data by student group (EL, low-income, etc.)
3.1	Family engagement data shows low awareness of academic and SEL supports. Families of unduplicated students are least likely to receive or understand this information, often due to language, time, or work-related constraints.	Funds a parent liaison and workshops to increase communication and awareness. Designed schoolwide but targets unduplicated families who benefit most from outreach.	Workshop attendance, follow-up surveys, % of students identified for Tier 2/3 supports
3.2	Survey results and MTSS data show a need for increased Tier 2/3 interventions. Unduplicated students are more likely to face academic and social-emotional challenges, exacerbated by economic stress and post-pandemic effects.	Provides intervention coordinators, SEL staff, and behavior supports. These services help unduplicated students access core instruction and SEL care in a structured MTSS model.	Tier 2/3 service counts, staff caseloads, parent-counselor meetings

3.3	Unduplicated students experienced the greatest learning loss during school breaks. There is a continued need for diagnostics to monitor recovery and adjust supports.	Implements STAR360 for all students, enabling regular growth tracking. Principally benefits unduplicated students who need timely, data-informed intervention.	STAR360 growth, subgroup performance gaps, CCRI "Prepared" rate

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	Only 48.5% of English Learners are making progress toward English proficiency (ELPI), and 24% scored Proficient on the ELPAC, despite being above the state rate of 15%.	This action funds an English Language Development Director and integrated ELD professional learning. These supports address the unique needs of ELs by ensuring access to core instruction while building English proficiency and providing professional development to core teachers.	English Learner Progress Indicator (ELPI), ELPAC proficiency levels, reclassification rate
3.7	Significant achievement gaps exist among English Learners, students with disabilities, Latino students, and socioeconomically disadvantaged students. For example, only 5% of ELs and 28% of students with disabilities met standards in ELA according to the CAASPP data in 2023-24.	Funds a School Support Lead who provides direct, personalized academic monitoring and support for unduplicated students. This mitigates learning barriers linked to poverty, language needs, and other environmental factors.	Percentage of unduplicated students scoring "Met" or "Exceeded" on CAASPP ELA and Math assessments.

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

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and

limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount) --We will ***not*** use a qualitative methodology for any Actions. Our **r**equired percentage to increase or improve services is 7.1% ($5,846,124). The planned quantitative increase in services is 7.1% ($5,846,124**)** for actions listed below.
The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services —please see Action/Expenditure tables for details:
• Action 1.4- Technology
• Action 1.5- Monitor Student Engagement
• Action 2.1- Career Technical Education (CTE) Pathways
• Action 2.2- Advanced Placement (AP) courses and exams
• Action 2.3- A-G Readiness
• Action 2.4- College Credit Courses
• Action 3.1 -Parent Involvement.
• Action 3.2- Academic and Social-Emotional Support.
• Action 3.4- Interim Assessments

Additional Concentration Grant Funding

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

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

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

DRAFT

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 82,379,936	$ 5,846,124	7.097%	0.000%	7.097%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 46,570,439	$ 1,000,000	$ -	$ 824,261	$ 48,394,700.00	$ 39,143,680	$ 9,251,020

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Fully credentialed & appropriately assigned teachers	All	No	schoolwide	all	schoolwide	full day	$ 32,973,560	$ -	$ 32,973,560	$ -	$ -	$ -	$ 32,973,560	0.000%
1	2	Access to the standards-aligned instruction materials	All	No	schoolwide	all	schoolwide	full day		$ 7,750,630	$ 7,750,630	$ -	$ -	$ -	$ 7,750,630	0.000%
1	3	Maintain all facilities in “Good Repair”	All	No	schoolwide	all	schoolwide	full day	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
1	4	Technology	All	Yes	schoolwide	all	schoolwide	full day	$ 161,410	$ 181,104	$ 342,514	$ -	$ -	$ -	$ 342,514	0.000%
1	5	Monitor student engagement	All	Yes	schoolwide	all	schoolwide	full day	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 105,000	$ 14,280	$ -	$ -	$ -	$ 119,280	$ 119,280	0.000%
1	7	Professional Learning through Exemplary School Partnerships	All	Yes	Schoolwide	All	schoolwide	full day	$ -	$ 300,000	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
2	1	Career Technical Education (CTE) Pathways	All	Yes	schoolwide	all	schoolwide	full day	$ 187,000	$ 40,418	$ 227,418	$ -	$ -	$ -	$ 227,418	0.000%
2	2	Advanced Placement (AP) courses and exams	All	Yes	schoolwide	all	schoolwide	full day	$ 213,091	$ 32,732	$ 245,823	$ -	$ -	$ -	$ 245,823	0.000%
2	3	A-G Readiness	All	Yes	schoolwide	all	schoolwide	full day	$ 152,300	$ 30,011	$ 182,311	$ -	$ -	$ -	$ 182,311	0.000%
2	4	College Credit Courses	All	Yes	schoolwide	all	schoolwide	full day	$ 41,574	$ 10,000	$ 51,574	$ -	$ -	$ -	$ 51,574	0.000%
2	5	Credit Recovery Summer School Program	All	Yes	Schoolwide	All	schoolwide	full day	$ 3,400	$ 7,000		$ 10,400	$ -	$ -	$ 10,400	0.000%
3	1	Parental Involvement	All	Yes	schoolwide	all	schoolwide	full day	$ 186,574	$ 100,000	$ 191,574	$ 95,000	$ -	$ -	$ 286,574	0.000%
3	2	Academic and Social-Emotional Supports	All	Yes	schoolwide	all	schoolwide	full day	$ 3,765,500	$ 346,470	$ 3,801,970	$ 310,000	$ -	$ -	$ 4,111,970	0.000%
3	3	English Learner Support	English Learners	Yes	schoolwide	all	schoolwide	full day	$ 156,615	$ 54,025	$ 140,310	$ 70,330	$ -	$ -	$ 210,640	0.000%
3	4	Interim Assessments	All	Yes	schoolwide	all	schoolwide	full day	$ 294,865	$ 232,160	$ 312,755	$ 214,270	$ -	$ -	$ 527,025	0.000%
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	No	schoolwide	all	schoolwide	full day	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	School Support Lead Position	Priority Group	Yes	schoolwide	all	schoolwide	full day	$ 325,000	$ 25,000	$ 350,000	$ -	$ -	$ -	$ 350,000	0.000%
3	7	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day		$ 18,863	$ -	$ -	$ -	$ 18,863	$ 18,863	0.000%
3	8	Digital Library (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 123,600	$ 88,327	$ -	$ -	$ -	$ 211,927	$ 211,927	0.000%
3	9	Targeted Academic Support (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 340,084	$ -	$ -	$ -	$ -	$ 340,084	$ 340,084	0.000%
3	10	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day	$ 114,107	$ 20,000	$ -	$ -	$ -	$ 134,107	$ 134,107	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 82,379,936	$ 5,846,124	7.097%	0.000%	7.097%	$ 5,846,249	0.000%	7.097%	Total:	$ 5,846,249
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 5,846,249

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Fully credentialed & appropriately assigne	No	schoolwide		schoolwide	$ -	0.000%
1	2	Access to the standards-aligned instructio	No	schoolwide		schoolwide	$ -	0.000%
1	3	Maintain all facilities in “Good Repair”	No	schoolwide		schoolwide	$ -	0.000%
1	4	Technology	Yes	schoolwide	all	schoolwide	$ 342,514	0.000%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	$ -	0.000%
1	6	Systems of professional growth and impro	No	schoolwide		schoolwide	$ -	0.000%
1	7	Professional Learning through Exemplary	Yes	Schoolwide	All	schoolwide	$ -	0.000%
2	1	Career Technical Education (CTE) Pathwa	Yes	schoolwide	all	schoolwide	$ 227,418	0.000%
2	2	Advanced Placement (AP) courses and ex	Yes	schoolwide	all	schoolwide	$ 245,823	0.000%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	$ 182,311	0.000%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	$ 51,574	0.000%
2	5	Credit Recovery Summer School Program	Yes	Schoolwide	All	schoolwide	$ -	0.000%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	$ 191,574	0.000%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	$ 3,801,970	0.000%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	$ 140,310	0.000%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	$ 312,755	0.000%
3	5	Students with exceptional needs: Commu	No	schoolwide		schoolwide	$ -	0.000%
3	6	School Support Lead Position	Yes	schoolwide	all	schoolwide	$ 350,000	0.000%
3	7	Professional learning related to English L	No	Limited		schoolwide	$ -	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	schoolwide		schoolwide	$ -	0.000%
3	9	Targeted Academic Support (Title 1 Feder	No	schoolwide		schoolwide	$ -	0.000%
3	10	Non-English Speaking Parent Support (Ti	No	Limited		schoolwide	$ -	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 42,768,192.00	$ 46,026,770.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	$ 28,968,478	$ 32,735,594
1	2	Access to the standards-aligned instruction materials	No	$ 7,844,683	$ 6,909,732
1	3	Maintain all facilities in “Good Repair”	No	$ -	
1	4	Technology	Yes	$ 378,798	$ 342,914
1	5	Monitor student engagement	Yes	$ 500	$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ 115,000	$ 119,280
2	1	Career Technical Education (CTE) Pathways	Yes	$ 124,369	$ 127,418
2	2	Advanced Placement (AP) courses and exams	Yes	$ 393,044	$ 422,558
2	3	A-G Readiness	Yes	$ 273,095	$ 382,311
2	4	College Credit Courses	Yes	$ 30,000	$ 51,574
3	1	Parental Involvement	Yes	$ 170,244	$ 191,737
3	2	Academic and Social-Emotional Supports	Yes	$ 2,681,950	$ 2,900,970
3	3	English Learner Support	Yes	$ 153,351	$ 140,310
3	4	Interim Assessments	Yes	$ 410,882	$ 412,755
3	5	Students with exceptional needs: Community partnerships	No	$ -	
3	6	School Support Lead Position	Yes	$ 534,697	$ 584,815
3	7	Professional learning related to English	No	$ 16,887	$ 18,684
3	8	Digital Library (Title 1 Federal Funds)	No	$ 185,000	$ 211,927
3	9	Targeted Academic Support (Title 1 Federal	No	$ 410,057	$ 340,084
3	10	Non-English Speaking Parent Support (Title	No	$ 77,157	$ 134,107

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 5,150,930	$ 5,150,930	$ 5,180,628	$ (29,698)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	$ -		0.000%	0.000%
1	2	Access to the standards-aligned instruction materials	No	$ -		0.000%	0.000%
1	3	Maintain all facilities in “Good Repair”	No	$ -		0.000%	0.000%
1	4	Technology	Yes	$ 378,798	$ 342,914.00	0.000%	0.000%
1	5	Monitor student engagement	Yes	$ 500	$ -	0.000%	
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ -		0.000%	0.000%
2	1	Career Technical Education (CTE) Pathways	Yes	$ 124,369	$ 127,418.00	0.000%	0.000%
2	2	Advanced Placement (AP) courses and exams	Yes	$ 393,044	$ 345,824.00	0.000%	0.000%
2	3	A-G Readiness	Yes	$ 273,095	$ 282,311.00	0.000%	0.000%
2	4	College Credit Courses	Yes	$ 30,000	$ 51,574.00	0.000%	0.000%
3	1	Parental Involvement	Yes	$ 170,244	$ 191,737.00	0.000%	0.000%
3	2	Academic and Social-Emotional Supports	Yes	$ 2,681,950	$ 2,900,970.00	0.000%	0.000%
3	3	English Learner Support	Yes	$ 153,351	$ 140,310.00	0.000%	0.000%
3	4	Interim Assessments	Yes	$ 410,882	$ 412,755.00	0.000%	0.000%
3	5	Students with exceptional needs: Community partnerships	No	$ -		0.000%	0.000%
3	6	School Support Lead Position	Yes	$ 534,697	$ 384,815.00	0.000%	0.000%
3	7	Professional learning related to English Learners	No	$ -		0.000%	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	$ -		0.000%	0.000%
3	9	Targeted Academic Support (Title 1 Federal	No	$ -		0.000%	0.000%
3	10	Non-English Speaking Parent Support (Title 1	No	$ -		0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,150,930	$ 5,150,930	0.000%	100.000%	$ 5,180,628	0.000%	100.577%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions

included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

  - Professional development for teachers.

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

Coversheet

2024-2025 Proposition 28 Annual Report

Section: II. Finance
Item: C. 2024-2025 Proposition 28 Annual Report
Purpose: Vote
Submitted by:
Related Material: DRAFT-PCA Prop 28 Annual Report_2024-25.pdf

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Pacific Coast Academy
CDS Code: 3768049-0136416
Charter School Number: 1892
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Pacific Coast Academy used Prop 28 monies to fund stipends for teachers who led a total of 97 visual art enrichment lessons with PCA students during the 2024-25 school year. Funds were also used to purchase materials and supplies for these lessons.

2. Number of full-time equivalent teachers (certificated).
1.37 FTE

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

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

5. Number of students served.
845

6. Number of school sites providing arts education.
0

Date of Approval by Governing Board/Body
06/25/2025

Annual Report Data URL
https://pacificcoastacademy.org/accountability

Completed By
Gillian Simcox
Title

Director of Accreditation and Achievement
Email
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Coversheet

2025-2026 Budget

Section: II. Finance
Item: D. 2025-2026 Budget
Purpose: Vote
Submitted by:
Related Material: PCA_FY26_Budget Presentation.pdf

CHARTER IMPACT

Pacific Coast Academy

Budget Presentation – FY 2025-26

PACIFIC COAST – Highlights

- Budget balanced with **$4.9M** surplus (**4.6%** of expenses)
- **2.30%** COLA projected for LCFF and other programs

	2025-26	2026-27	2027-28
State COLA	*2.30%*	*3.02%*	*3.42%*
Expense COLA	*2.92%*	*2.70%*	*2.76%*
Enrollment	*7,804.00*	*8,897.00*	*9,082.00*
Average Daily Attendance	*7,647.87*	*8,718.57*	*8,901.66*

Total Revenue	**$ 111,810,920**	**$ 128,989,277**	**$ 136,109,894**
Total Expenses	**$ 106,932,340**	**$ 121,887,340**	**$ 127,347,569**
Surplus (Deficit)	**$ 4,878,581**	**$ 7,101,937**	**$ 8,762,325**
LCFF			
Total Target Base Plus Add-Ons	**$ 85,314,726**	**$ 100,195,662**	**$ 105,795,106**
Average Base per ADA	**$ 11,155**	**$ 11,492**	**$ 11,885**
Total Supplemental Grant	**$ 6,654,549**	**$ 7,787,207**	**$ 8,224,512**
Total LCFF	**$ 93,794,052**	**$ 110,125,887**	**$ 116,282,541**
Total LCFF Funding per ADA	**$ 12,264**	**$ 12,631**	**$ 13,063**

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*7804*
ADA	*7648*
Attendance Rate	*98.0%*
Unduplicated %	*39.0%*
Revenue per ADA	*$14,620*
Expenses per ADA	*$13,982*

Compliance

- SB740 Requirements:

Cert.	Instr.
56.1%	86.2%
17,975,123	6,947,392

Must exceed 40% / 80%

Pupil:Teacher Ratio
21.24 :1

Must be equal to or less than 25:1

PACIFIC COAST – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 93,794,052
Federal Revenue	1,733,807
Other State Revenue	16,283,062
Other Local Revenue	-
Total Revenue	**$ 111,810,920**

One-Time Funds:

- Arts, Music and Instructional Materials: **$1.4M**
- Learning Recovery: **$1.0M**
- Universal Pre-Kindergarten: **$50K**

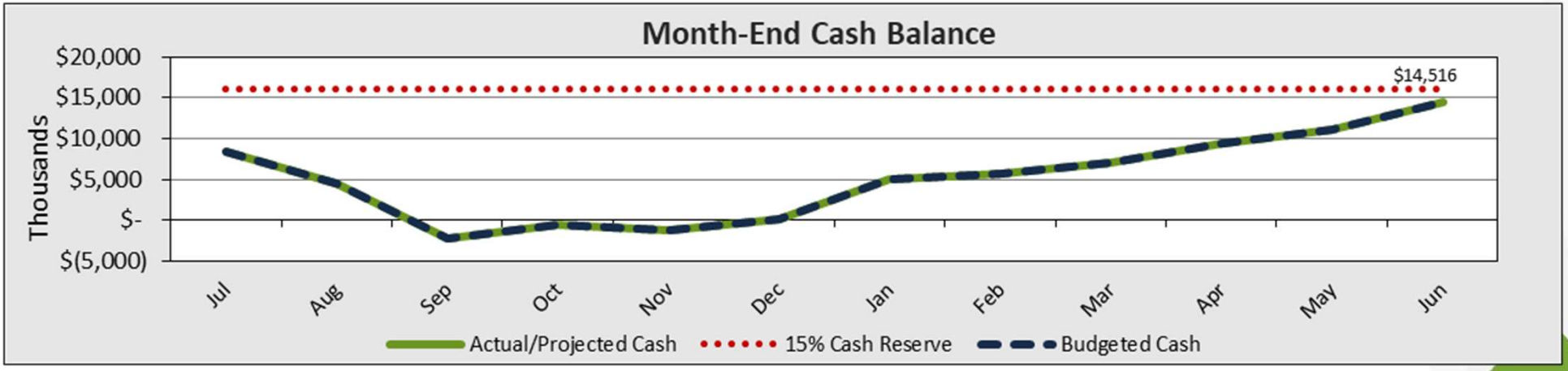
	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 41,697,133
Classified Salaries	5,158,853
Benefits	20,099,691
Books and Supplies	16,552,340
Subagreement Services	15,436,355
Operations	1,565,000
Facilities	298,248
Professional Services	5,879,845
Depreciation	244,875
Interest	-
Total Expenses	**$ 106,932,340**

- Staffing Costs: **+11.9%**
  - Salary increases (**+11.5%** average), from step increases and salary schedule update
  - **57** New Hires to support student growth (**+$8.0M**)
- Student Funds: **$4,035 average per enrollee**
  - Projected Utilization: **85%**
- Other expenses increased in-line with FY25's estimated actuals per ADA plus **2.92%** COLA

PACIFIC COAST –Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 4,878,580**
Beginning Fund Balance	22,757,223
Ending Fund Balance	**$ 27,635,804**
As a % of Annual Expenses	*25.8%*

- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change pending the June 2025 financial close



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

PACIFIC COAST – Three Year Forecast

- Revenues increase annually for across the all 3 years in the multi-year projection
- Expenses:
  - Salaries & benefits **+12%** next year, driven by added staff and raises
  - Student funds **+27%** next year, driven by student growth
  - Other expenses increased in line with student growth and CA CPI COLA
- Positive surpluses and cash balances all three years

	2025-26	2026-27	2027-28
State COLA	*2.30%*	*3.02%*	*3.42%*
Expense COLA	*2.92%*	*2.70%*	*2.76%*
Enrollment	*7,762.00*	*8,868.00*	*9,182.00*
Average Daily Attendance	*7,606.31*	*8,689.76*	*8,999.21*
Total Revenue	**$ 117,815,211**	**$ 136,314,283**	**$ 145,348,486**
Total Expenses	**$ 107,622,424**	**$ 123,221,869**	**$ 130,018,523**
Surplus (Deficit)	**$ 10,192,788**	**$ 13,092,414**	**$ 15,329,963**
	9.5%	10.6%	11.8%
Fund Balance, Beginning of Year	$ 29,900,900	$ 40,093,688	$ 53,186,102
Fund Balance, End of Year	**$ 40,093,688**	**$ 53,186,102**	**$ 68,516,065**
	37.3%	***43.2%***	***52.7%***
Total Change in Cash	1,456,511	14,015,823	13,695,385
Cash, Beginning of Year	29,953,375	31,409,887	45,425,710
Cash, End of Year	**$ 31,409,887**	**$ 45,425,710**	**$ 59,121,095**

PACIFIC COAST – Appendix

- Multi-year Projection
- Monthly Cash Flow / Forecast

FY25-26 Pacific Coast Academy

Multi-Year Forecast

Revised 6/4/25

CHARTER IMPACT

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Assumptions			
State COLA	*2.30%*	*3.02%*	*3.42%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.92%*	*2.70%*	*2.76%*
Enrollment	*7,804.00*	*8,897.00*	*9,082.00*
Average Daily Attendance	*7,647.87*	*8,718.57*	*8,901.66*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 90,346,624	$ 106,195,819	$ 112,269,942
8012 Education Protection Account	1,529,573	1,743,713	1,780,331
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,917,855	2,186,355	2,232,268
	93,794,052	110,125,887	116,282,541
Federal Revenue			
8181 Special Education - Entitlement	915,253	1,059,783	1,208,213
8290 Title I, Part A - Basic Low Income	686,119	782,176	798,601
8291 Title II, Part A - Teacher Quality	119,280	135,979	138,835
8293 Title III - Limited English	13,155	14,997	15,312
	1,733,807	1,992,935	2,160,960
Other State Revenue			
8311 State Special Education	6,806,524	7,759,437	7,922,385
8550 Mandated Cost	160,765	188,806	222,600
8560 State Lottery	2,087,867	2,380,169	2,430,152
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	7,227,906	6,542,043	7,091,255
	16,283,062	16,870,455	17,666,393
Other Local Revenue			
8660 Interest Revenue	-	-	-
8690 Other Local Revenue	-	-	-
8699 School Fundraising	-	-	-
	-	-	-
Total Revenue	**$ 111,810,920**	**$ 128,989,277**	**$ 136,109,894**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	30,197,412	35,860,105	37,608,356
1175 Teachers' Extra Duty/Stipends	3,508,640	3,603,374	3,702,827
1200 Pupil Support Salaries	4,075,756	4,185,801	4,301,329
1300 Administrators' Salaries	2,866,514	2,943,910	3,025,162
1900 Other Certificated Salaries	1,048,810	1,077,128	1,106,857
	41,697,133	47,670,318	49,744,531
Classified Salaries			
2100 Instructional Salaries	300,710	308,830	317,353
2200 Support Salaries	1,751,355	1,798,642	1,848,284
2300 Classified Administrators' Salaries	615,200	631,810	649,248
2400 Clerical and Office Staff Salaries	2,182,545	2,241,473	2,303,338
2900 Other Classified Salaries	309,043	317,387	326,147
	5,158,853	5,298,142	5,444,371
Benefits			
3101 STRS	12,066,452	13,189,236	13,780,282
3301 OASDI	319,849	328,485	337,551
3311 Medicare	679,412	768,043	800,239
3401 Health and Welfare	5,590,200	6,374,897	6,653,002
3501 State Unemployment	201,390	226,380	230,300
3601 Workers' Compensation	468,560	529,685	551,889
3901 Other Benefits	773,828	794,721	816,656
	20,099,691	22,211,447	23,169,919

FY25-26 Pacific Coast Academy

Multi-Year Forecast

Revised 6/4/25

CHARTER IMPACT

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	236,000	276,304	289,893
4200 Books and Other Materials	114,000	133,469	140,033
4302 School Supplies	10,184,287	11,923,559	12,509,955
4305 Software	3,883,000	4,546,139	4,769,716
4310 Office Expense	218,000	255,230	267,782
4311 Business Meals	41,000	48,002	50,363
4400 Noncapitalized Equipment	1,876,053	2,196,445	2,304,465
	16,552,340	19,379,148	20,332,207
Subagreement Services			
5101 Nursing	1,000	1,171	1,228
5102 Special Education	2,834,000	3,317,991	3,481,168
5105 Security	5,000	5,854	6,142
5106 Other Educational Consultants	12,596,355	14,747,560	15,472,839
	15,436,355	18,072,576	18,961,378
Operations and Housekeeping			
5201 Auto and Travel	243,000	284,500	298,491
5300 Dues & Memberships	39,000	45,660	47,906
5400 Insurance	1,000,000	1,170,780	1,228,358
5501 Utilities	42,000	49,173	51,591
5502 Janitorial Services	5,000	5,854	6,142
5900 Communications	203,000	237,668	249,357
5901 Postage and Shipping	33,000	38,636	40,536
	1,565,000	1,832,271	1,922,381
Facilities, Repairs and Other Leases			
5601 Rent	225,248	225,248	225,248
5602 Additional Rent	43,000	50,344	52,819
5604 Other Leases	24,000	28,099	29,481
5610 Repairs and Maintenance	6,000	7,025	7,370
	298,248	310,715	314,918
Professional/Consulting Services			
5801 IT	44,000	51,514	54,048
5802 Audit & Taxes	14,000	14,378	14,775
5803 Legal	114,000	117,078	120,309
5804 Professional Development	346,000	405,090	425,012
5805 General Consulting	(143,000)	(167,422)	(175,655)
5806 Special Activities/Field Trips	2,144,060	2,510,223	2,633,675
5807 Bank Charges	3,000	3,512	3,685
5808 Printing	6,000	7,025	7,370
5809 Other taxes and fees	29,000	33,953	35,622
5810 Payroll Service Fee	187,000	218,936	229,703
5811 Management Fee	1,956,691	2,290,855	2,403,518
5812 District Oversight Fee	937,941	1,101,259	1,162,825
5813 County Fees	3,500	4,098	4,299
5814 SPED Encroachment	231,653	264,577	273,918
5815 Public Relations/Recruitment	6,000	6,162	6,332
	5,879,845	6,861,237	7,199,437
Depreciation			
6900 Depreciation Expense	244,875	251,487	258,428
	244,875	251,487	258,428
Interest			
	-	-	-
Total Expenses	**$ 106,932,340**	**$ 121,887,340**	**$ 127,347,569**
Surplus (Deficit)	**$ 4,878,581**	**$ 7,101,937**	**$ 8,762,325**
	4.6%	5.8%	6.9%
Fund Balance, Beginning of Year	$ 22,757,223	$ 27,635,804	$ 34,737,741
Fund Balance, End of Year	**$ 27,635,804**	**$ 34,737,741**	**$ 43,500,066**
	25.8%	***28.5%***	***34.2%***

FY25-26 Pacific Coast Academy

Multi-Year Forecast

Revised 6/4/25

CHARTER IMPACT

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	(7,691,325)	(2,925,088)	(719,805)
Cash Flows From Operating Activities			
Depreciation/Amortization	244,875	251,487	258,428
Public Funding Receivables	9,108,796	17,490,735	15,413,132
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(7,678,811)	(4,920,829)	(5,386,107)
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Deferred Revenue	-	(1,049,235)	(1,459,776)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	(10,000,000)	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(16,016,465)	8,847,070	8,105,872
Cash, Beginning of Year	30,532,250	14,515,786	23,362,855
Cash, End of Year	**$ 14,515,786**	**$ 23,362,855**	**$ 31,468,727**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Budget FY25-26

Revised 6/4/25

Actuals Through:

ADA = 7647.87

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 7647.87	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	3,962,571	3,962,571	7,132,628	7,132,628	7,132,628	7,132,628	7,132,628	9,351,668	9,351,668	9,351,668	9,351,668	9,351,667	**90,346,624**	90,346,624	-
8012	Education Protection Account	-	-	382,393	-	-	382,393	-	-	382,393	-	-	-	382,393	**1,529,573**	1,529,573	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	100,940	201,879	134,586	134,586	134,586	134,586	134,586	314,035	157,017	157,017	157,017	157,017	**1,917,855**	1,917,855	-
		-	4,063,511	4,546,844	7,267,215	7,267,215	7,649,608	7,267,215	7,267,215	10,048,096	9,508,686	9,508,686	9,508,686	9,891,078	**93,794,052**	**93,794,052**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	915,253	**915,253**	915,253	-
8290	Title I, Part A - Basic Low Income	-	-	171,530	-	-	514,589	-	-	-	-	-	-	-	**686,119**	686,119	-
8291	Title II, Part A - Teacher Quality	-	-	29,820	-	-	89,460	-	-	-	-	-	-	-	**119,280**	119,280	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,155	-	**13,155**	13,155	-
		-	-	201,350	-	-	604,049	-	-	-	-	-	13,155	915,253	**1,733,807**	**1,733,807**	**-**
Other State Revenue																	
8311	State Special Education	-	298,532	298,532	537,357	537,357	537,357	537,357	537,357	704,535	704,535	704,535	704,535	704,535	**6,806,524**	6,806,524	-
8550	Mandated Cost	-	-	-	-	-	160,765	-	-	-	-	-	-	-	**160,765**	160,765	-
8560	State Lottery	-	-	-	-	-	-	457,866	-	-	457,866	-	-	1,172,136	**2,087,867**	2,087,867	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	31,595	31,595	671,920	56,870	56,870	671,920	56,870	56,870	671,920	56,870	56,870	4,807,734	**7,227,906**	7,227,906	-
		-	330,126	330,126	1,209,277	594,227	754,992	1,667,143	594,227	761,405	1,834,321	761,405	761,405	6,684,405	**16,283,062**	**16,283,062**	**-**
Other Local Revenue																	
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue		**-**	**4,393,637**	**5,078,320**	**8,476,492**	**7,861,442**	**9,008,649**	**8,934,358**	**7,861,442**	**10,809,501**	**11,343,006**	**10,270,091**	**10,283,246**	**17,490,735**	**111,810,920**	**111,810,920**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,100,290	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	2,770,614	1,390,978	-	**30,197,412**	30,197,412	-
1175	Teachers' Extra Duty/Stipends	159,484	318,967	318,967	318,967	318,967	318,967	318,967	318,967	318,967	318,967	318,967	159,484	-	**3,508,640**	3,508,640	-
1200	Pupil Support Salaries	177,437	370,708	370,708	370,708	370,708	370,708	370,708	370,708	370,708	370,708	370,708	191,237	-	**4,075,756**	4,075,756	-
1300	Administrators' Salaries	235,240	239,603	239,603	239,603	239,603	239,603	239,603	239,603	239,603	239,603	239,603	235,240	-	**2,866,514**	2,866,514	-
1900	Other Certificated Salaries	45,530	95,551	95,551	95,551	95,551	95,551	95,551	95,551	95,551	95,551	95,551	47,775	-	**1,048,810**	1,048,810	-
		1,717,980	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	3,795,444	2,024,714	-	-	**41,697,133**	**41,697,133**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	28,639	28,639	28,639	28,639	28,639	28,639	28,639	28,639	28,639	28,639	14,320	-	**300,710**	300,710	-
2200	Support Salaries	137,580	147,141	147,141	147,141	147,141	147,141	147,141	147,141	147,141	147,141	147,141	142,361	-	**1,751,355**	1,751,355	-
2300	Classified Administrators' Salaries	51,267	51,267	51,267	51,267	51,267	51,267	51,267	51,267	51,267	51,267	51,267	51,267	-	**615,200**	615,200	-
2400	Clerical and Office Staff Salaries	181,879	181,879	181,879	181,879	181,879	181,879	181,879	181,879	181,879	181,879	181,879	181,879	-	**2,182,545**	2,182,545	-
2900	Other Classified Salaries	18,230	26,828	26,828	26,828	26,828	26,828	26,828	26,828	26,828	26,828	26,828	22,529	-	**309,043**	309,043	-
		388,956	435,754	435,754	435,754	435,754	435,754	435,754	435,754	435,754	435,754	435,754	412,355	-	-	**5,158,853**	**5,158,853**	**-**
Benefits																	
3101	STRS	300,523	663,930	663,930	663,930	663,930	663,930	663,930	663,930	663,930	663,930	663,930	354,179	4,772,450	**12,066,452**	12,066,452	-
3301	OASDI	24,115	27,017	27,017	27,017	27,017	27,017	27,017	27,017	27,017	27,017	27,017	25,566	-	**319,849**	319,849	-
3311	Medicare	30,551	61,352	61,352	61,352	61,352	61,352	61,352	61,352	61,352	61,352	61,352	35,338	-	**679,412**	679,412	-
3401	Health and Welfare	850,200	298,185	396,671	543,514	489,965	472,582	453,486	417,119	417,119	417,119	417,119	417,119	-	**5,590,200**	5,590,200	-
3501	State Unemployment	10,070	10,070	10,070	10,070	10,070	10,070	50,348	40,278	20,139	10,070	10,070	10,070	-	**201,390**	201,390	-
3601	Workers' Compensation	21,069	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	24,371	-	**468,560**	468,560	-
3901	Other Benefits	-	-	773,828	-	-	-	-	-	-	-	-	-	-	**773,828**	773,828	-
		1,236,528	1,102,866	1,975,179	1,348,194	1,294,646	1,277,263	1,298,445	1,252,008	1,231,869	1,221,800	1,221,800	866,642	4,772,450	**20,099,691**	**20,099,691**	**-**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Budget FY25-26

Revised 6/4/25

Actuals Through:

ADA = 7647.87

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	-	**236,000**	236,000	-
4200	Books and Other Materials	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	-	**114,000**	114,000	-
4302	School Supplies	267,828	1,433,544	994,350	1,061,816	405,232	406,285	583,528	316,087	1,388,379	1,157,610	1,029,251	1,140,379	-	**10,184,287**	10,184,287	-
4305	Software	323,583	323,583	323,583	323,583	323,583	323,583	323,583	323,583	323,583	323,583	323,583	323,583	-	**3,883,000**	3,883,000	-
4310	Office Expense	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	-	**218,000**	218,000	-
4311	Business Meals	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	-	**41,000**	41,000	-
4400	Noncapitalized Equipment	89,065	15,113	-	290,993	36,311	996	3,572	90,460	397,334	331,292	294,557	326,360	-	**1,876,053**	1,876,053	-
		731,226	1,822,991	1,368,684	1,727,143	815,875	781,614	961,433	780,880	2,160,046	1,863,235	1,698,141	1,841,073	-	**16,552,340**	**16,552,340**	-
Subagreement Services																	
5101	Nursing	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5102	Special Education	236,167	236,167	236,167	236,167	236,167	236,167	236,167	236,167	236,167	236,167	236,167	236,167	-	**2,834,000**	2,834,000	-
5105	Security	417	417	417	417	417	417	417	417	417	417	417	417	-	**5,000**	5,000	-
5106	Other Educational Consultants	(4,433)	221,014	3,428,695	1,796,761	1,298,341	783,230	2,207,261	180,007	790,662	659,242	586,144	649,430	-	**12,596,355**	12,596,355	-
		232,234	457,681	3,665,362	2,033,428	1,535,008	1,019,897	2,443,928	416,674	1,027,329	895,909	822,810	886,097	-	**15,436,355**	**15,436,355**	-
Operations and Housekeeping																	
5201	Auto and Travel	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	-	**243,000**	243,000	-
5300	Dues & Memberships	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	**39,000**	39,000	-
5400	Insurance	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	-	**1,000,000**	1,000,000	-
5501	Utilities	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	**42,000**	42,000	-
5502	Janitorial Services	417	417	417	417	417	417	417	417	417	417	417	417	-	**5,000**	5,000	-
5900	Communications	16,917	16,917	16,917	16,917	16,917	16,917	16,917	16,917	16,917	16,917	16,917	16,917	-	**203,000**	203,000	-
5901	Postage and Shipping	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	**33,000**	33,000	-
		130,417	130,417	130,417	130,417	130,417	130,417	130,417	130,417	130,417	130,417	130,417	130,417	-	**1,565,000**	**1,565,000**	-
Facilities, Repairs and Other Leases																	
5601	Rent	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	-	**225,248**	225,248	-
5602	Additional Rent	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	**43,000**	43,000	-
5604	Other Leases	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	**24,000**	24,000	-
5610	Repairs and Maintenance	500	500	500	500	500	500	500	500	500	500	500	500	-	**6,000**	6,000	-
		24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	-	**298,248**	**298,248**	-
Professional/Consulting Services																	
5801	IT	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	-	**44,000**	44,000	-
5802	Audit & Taxes	-	-	-	4,667	4,667	4,667	-	-	-	-	-	-	-	**14,000**	14,000	-
5803	Legal	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	-	**114,000**	114,000	-
5804	Professional Development	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	-	**346,000**	346,000	-
5805	General Consulting	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	(11,917)	-	**(143,000)**	(143,000)	-
5806	Special Activities/Field Trips	104,590	233,524	279,185	295,631	69,778	36,413	52,122	67,393	296,018	246,815	219,448	243,142	-	**2,144,060**	2,144,060	-
5807	Bank Charges	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
5808	Printing	500	500	500	500	500	500	500	500	500	500	500	500	-	**6,000**	6,000	-
5809	Other taxes and fees	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	**29,000**	29,000	-
5810	Payroll Service Fee	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	-	**187,000**	187,000	-
5811	Management Fee	163,058	163,058	163,058	163,058	163,058	163,058	163,058	163,058	163,058	163,058	163,058	163,058	-	**1,956,691**	1,956,691	-
5812	District Oversight Fee	-	40,635	45,468	72,672	72,672	76,496	72,672	72,672	100,481	95,087	95,087	95,087	98,911	**937,941**	937,941	-
5813	County Fees	-	-	-	875	-	-	875	-	-	875	-	-	875	**3,500**	3,500	-
5814	SPED Encroachment	-	8,956	8,956	16,121	16,121	16,121	16,121	16,121	21,136	21,136	21,136	21,136	48,594	**231,653**	231,653	-
5815	Public Relations/Recruitment	500	500	500	500	500	500	500	500	500	500	500	500	-	**6,000**	6,000	-
		316,981	495,506	546,000	602,356	375,629	346,088	354,181	368,577	630,026	576,304	548,062	571,756	148,379	**5,879,845**	**5,879,845**	-
Depreciation																	
6900	Depreciation Expense	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	-	**244,875**	244,875	-
		20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	-	**244,875**	**244,875**	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**4,799,582**	**8,285,918**	**11,962,101**	**10,117,996**	**8,428,033**	**7,831,736**	**9,464,861**	**7,225,014**	**9,456,145**	**8,964,123**	**8,697,688**	**6,778,314**	**4,920,829**	**106,932,340**	**106,932,340**	-
Monthly Surplus (Deficit)		**(4,799,582)**	**(3,892,281)**	**(6,883,780)**	**(1,641,504)**	**(566,591)**	**1,176,913**	**(530,503)**	**636,428**	**1,353,356**	**2,378,884**	**1,572,403**	**3,504,932**	**12,569,906**	- **4,878,581**	**4,878,581**	-
															4.4%		

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Budget FY25-26

Revised 6/4/25

Actuals Through:

ADA = 7647.87

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(4,799,582)	(3,892,281)	(6,883,780)	(1,641,504)	(566,591)	1,176,913	(530,503)	636,428	1,353,356	2,378,884	1,572,403	3,504,932	12,569,906	**4,878,581**
Cash flows from operating activities														
Depreciation/Amortization	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	20,406	-	**244,875**
Public Funding Receivables	342,934	-	-	3,325,176	-	-	5,440,686	-	-	-	-	-	(17,490,735)	**(8,381,939)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(7,678,811)	-	-	-	-	-	-	-	-	-	-	-	4,920,829	**(2,757,981)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	(2,460,200)	**(2,460,200)**
Cash flows from investing activities														
Purchases of Prop. And Equip.	(10,000,000)	-	-	-	-	-	-	-	-	-	-	-	-	**(10,000,000)**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	(22,115,052)	(3,871,875)	(6,863,374)	1,704,079	(546,185)	1,197,319	4,930,589	656,835	1,373,763	2,399,290	1,592,809	3,525,338		
Cash, Beginning of Month	30,532,250	8,417,198	4,545,323	(2,318,051)	(613,972)	(1,160,157)	37,162	4,967,751	5,624,586	6,998,349	9,397,638	10,990,447		
Cash, End of Month	**8,417,198**	**4,545,323**	**(2,318,051)**	**(613,972)**	**(1,160,157)**	**37,162**	**4,967,751**	**5,624,586**	**6,998,349**	**9,397,638**	**10,990,447**	**14,515,786**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
56.1%	86.2%
17,975,123	6,947,392

Pupil:Teacher Ratio
21.24

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY26-27

Revised 6/4/25

CHARTER IMPACT

ADA = 8718.57	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 7647.87	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	4,657,711	4,657,711	8,383,880	8,383,880	8,383,880	8,383,880	8,383,880	10,992,199	10,992,199	10,992,199	10,992,199	10,992,199	**106,195,819**	90,346,624	15,849,195
8012 Education Protection Account	-	-	-	382,393	-	-	382,393	-	-	542,998	-	-	435,928	**1,743,713**	1,529,573	214,140
8096 In Lieu of Property Taxes	-	131,181	262,363	174,908	174,908	174,908	174,908	174,908	306,090	153,045	153,045	153,045	153,045	**2,186,355**	1,917,855	268,500
	-	4,788,893	4,920,074	8,941,182	8,558,789	8,558,789	8,941,182	8,558,789	11,298,289	11,688,242	11,145,244	11,145,244	11,581,172	**110,125,887**	**93,794,052**	**16,331,835**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	1,059,783	**1,059,783**	915,253	144,531
8290 Title I, Part A - Basic Low Income	-	-	195,544	-	-	195,544	-	-	195,544	-	-	-	195,544	**782,176**	686,119	96,057
8291 Title II, Part A - Teacher Quality	-	-	33,995	-	-	33,995	-	-	33,995	-	-	-	33,995	**135,979**	119,280	16,699
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	14,997	-	**14,997**	13,155	1,842
	-	-	229,539	-	-	229,539	-	-	229,539	-	-	14,997	1,289,322	**1,992,935**	**1,733,807**	**259,128**
Other State Revenue																
8311 State Special Education	-	387,972	387,972	698,349	698,349	698,349	698,349	698,349	698,349	698,349	698,349	698,349	698,349	**7,759,437**	6,806,524	952,913
8550 Mandated Cost	-	-	-	-	-	188,806	-	-	-	-	-	-	-	**188,806**	160,765	28,042
8560 State Lottery	-	-	-	-	-	-	595,042	-	-	595,042	-	-	1,190,084	**2,380,169**	2,087,867	292,301
8599 Other State Revenue	-	-	-	-	4,252,328	-	-	-	-	1,635,511	-	-	654,204	**6,542,043**	7,227,906	(685,863)
	-	387,972	387,972	698,349	4,950,677	887,156	1,293,392	698,349	698,349	2,928,902	698,349	698,349	2,542,638	**16,870,455**	16,283,062	587,394
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue	**-**	**5,176,865**	**5,537,585**	**9,639,531**	**13,509,466**	**9,675,483**	**10,234,574**	**9,257,138**	**12,226,177**	**14,617,144**	**11,843,593**	**11,858,590**	**15,413,132**	**128,989,277**	**111,810,920**	**17,178,357**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,306,619	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	3,290,167	1,651,818	-	**35,860,105**	30,197,412	(5,662,692)
1175 Teachers' Extra Duty/Stipends	163,790	327,579	327,579	327,579	327,579	327,579	327,579	327,579	327,579	327,579	327,579	163,790	-	**3,603,374**	3,508,640	(94,733)
1200 Pupil Support Salaries	182,228	380,717	380,717	380,717	380,717	380,717	380,717	380,717	380,717	380,717	380,717	196,401	-	**4,185,801**	4,075,756	(110,045)
1300 Administrators' Salaries	241,591	246,073	246,073	246,073	246,073	246,073	246,073	246,073	246,073	246,073	246,073	241,591	-	**2,943,910**	2,866,514	(77,396)
1900 Other Certificated Salaries	46,759	98,130	98,130	98,130	98,130	98,130	98,130	98,130	98,130	98,130	98,130	49,065	-	**1,077,128**	1,048,810	(28,318)
	1,940,987	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	4,342,667	2,302,665	-	**47,670,318**	**41,697,133**	**(5,973,185)**
Classified Salaries																
2100 Instructional Salaries	-	29,412	29,412	29,412	29,412	29,412	29,412	29,412	29,412	29,412	29,412	14,706	-	**308,830**	300,710	(8,119)
2200 Support Salaries	141,295	151,114	151,114	151,114	151,114	151,114	151,114	151,114	151,114	151,114	151,114	146,204	-	**1,798,642**	1,751,355	(47,287)
2300 Classified Administrators' Salaries	52,651	52,651	52,651	52,651	52,651	52,651	52,651	52,651	52,651	52,651	52,651	52,651	-	**631,810**	615,200	(16,610)
2400 Clerical and Office Staff Salaries	186,789	186,789	186,789	186,789	186,789	186,789	186,789	186,789	186,789	186,789	186,789	186,789	-	**2,241,473**	2,182,545	(58,929)
2900 Other Classified Salaries	18,723	27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553	23,138	-	**317,387**	309,043	(8,344)
	399,457	447,520	447,520	447,520	447,520	447,520	447,520	447,520	447,520	447,520	447,520	423,489	-	**5,298,142**	**5,158,853**	**(139,289)**
Benefits																
3101 STRS	328,487	725,709	725,709	725,709	725,709	725,709	725,709	725,709	725,709	725,709	725,709	387,136	5,216,527	**13,189,236**	12,066,452	(1,122,784)
3301 OASDI	24,766	27,746	27,746	27,746	27,746	27,746	27,746	27,746	27,746	27,746	27,746	26,256	-	**328,485**	319,849	(8,636)
3311 Medicare	34,536	69,356	69,356	69,356	69,356	69,356	69,356	69,356	69,356	69,356	69,356	39,947	-	**768,043**	679,412	(88,631)
3401 Health and Welfare	969,543	340,042	452,352	619,807	558,742	538,919	517,142	475,670	475,670	475,670	475,670	475,670	-	**6,374,897**	5,590,200	(784,697)
3501 State Unemployment	11,319	11,319	11,319	11,319	11,319	11,319	56,595	45,276	22,638	11,319	11,319	11,319	-	**226,380**	201,390	(24,990)
3601 Workers' Compensation	23,818	47,832	47,832	47,832	47,832	47,832	47,832	47,832	47,832	47,832	47,832	27,550	-	**529,685**	468,560	(61,125)
3901 Other Benefits	-	-	794,721	-	-	-	-	-	-	-	-	-	-	**794,721**	773,828	(20,893)
	1,392,469	1,222,003	2,129,034	1,501,768	1,440,703	1,420,880	1,444,379	1,391,589	1,368,951	1,357,632	1,357,632	967,879	5,216,527	**22,211,447**	**20,099,691**	**(2,111,756)**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY26-27

Revised 6/4/25

CHARTER IMPACT

ADA = 8718.57	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Curricula	23,025	23,025	23,025	23,025	23,025	23,025	23,025	23,025	23,025	23,025	23,025	23,025	-	**276,304**	236,000	(40,304)
4200 Books and Other Materials	11,122	11,122	11,122	11,122	11,122	11,122	11,122	11,122	11,122	11,122	11,122	11,122	-	**133,469**	114,000	(19,469)
4302 School Supplies	313,567	1,678,365	1,164,165	1,243,153	474,437	475,670	683,182	370,068	1,625,486	1,355,306	1,205,026	1,335,133	-	**11,923,559**	10,184,287	(1,739,273)
4305 Software	378,845	378,845	378,845	378,845	378,845	378,845	378,845	378,845	378,845	378,845	378,845	378,845	-	**4,546,139**	3,883,000	(663,139)
4310 Office Expense	21,269	21,269	21,269	21,269	21,269	21,269	21,269	21,269	21,269	21,269	21,269	21,269	-	**255,230**	218,000	(37,230)
4311 Business Meals	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**48,002**	41,000	(7,002)
4400 Noncapitalized Equipment	104,276	17,694	-	340,689	42,512	1,166	4,182	105,908	465,191	387,869	344,861	382,096	-	**2,196,445**	1,876,053	(320,392)
	856,105	2,134,321	1,602,427	2,022,104	955,211	915,098	1,125,626	914,238	2,528,939	2,181,438	1,988,150	2,155,492	-	**19,379,148**	**16,552,340**	**(2,826,809)**
Subagreement Services																
5101 Nursing	98	98	98	98	98	98	98	98	98	98	98	98	-	**1,171**	1,000	(171)
5102 Special Education	276,499	276,499	276,499	276,499	276,499	276,499	276,499	276,499	276,499	276,499	276,499	276,499	-	**3,317,991**	2,834,000	(483,991)
5105 Security	488	488	488	488	488	488	488	488	488	488	488	488	-	**5,854**	5,000	(854)
5106 Other Educational Consultants	(5,190)	258,759	4,014,248	2,103,612	1,520,072	916,990	2,584,217	210,749	925,691	771,828	686,245	760,339	-	**14,747,560**	12,596,355	(2,151,205)
	271,895	535,844	4,291,333	2,380,696	1,797,156	1,194,075	2,861,302	487,833	1,202,776	1,048,912	963,330	1,037,424	-	**18,072,576**	**15,436,355**	**(2,636,221)**
Operations and Housekeeping																
5201 Auto and Travel	23,708	23,708	23,708	23,708	23,708	23,708	23,708	23,708	23,708	23,708	23,708	23,708	-	**284,500**	243,000	(41,500)
5300 Dues & Memberships	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	-	**45,660**	39,000	(6,660)
5400 Insurance	97,565	97,565	97,565	97,565	97,565	97,565	97,565	97,565	97,565	97,565	97,565	97,565	-	**1,170,780**	1,000,000	(170,780)
5501 Utilities	4,098	4,098	4,098	4,098	4,098	4,098	4,098	4,098	4,098	4,098	4,098	4,098	-	**49,173**	42,000	(7,173)
5502 Janitorial Services	488	488	488	488	488	488	488	488	488	488	488	488	-	**5,854**	5,000	(854)
5900 Communications	19,806	19,806	19,806	19,806	19,806	19,806	19,806	19,806	19,806	19,806	19,806	19,806	-	**237,668**	203,000	(34,668)
5901 Postage and Shipping	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	-	**38,636**	33,000	(5,636)
	152,689	152,689	152,689	152,689	152,689	152,689	152,689	152,689	152,689	152,689	152,689	152,689	-	**1,832,271**	**1,565,000**	**(267,271)**
Facilities, Repairs and Other Leases																
5601 Rent	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	-	**225,248**	225,248	-
5602 Additional Rent	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	-	**50,344**	43,000	(7,344)
5604 Other Leases	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	-	**28,099**	24,000	(4,099)
5610 Repairs and Maintenance	585	585	585	585	585	585	585	585	585	585	585	585	-	**7,025**	6,000	(1,025)
	25,893	25,893	25,893	25,893	25,893	25,893	25,893	25,893	25,893	25,893	25,893	25,893	-	**310,715**	**298,248**	**(12,467)**
Professional/Consulting Services																
5801 IT	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	-	**51,514**	44,000	(7,514)
5802 Audit & Taxes	-	-	-	4,793	4,793	4,793	-	-	-	-	-	-	-	**14,378**	14,000	(378)
5803 Legal	9,757	9,757	9,757	9,757	9,757	9,757	9,757	9,757	9,757	9,757	9,757	9,757	-	**117,078**	114,000	(3,078)
5804 Professional Development	33,757	33,757	33,757	33,757	33,757	33,757	33,757	33,757	33,757	33,757	33,757	33,757	-	**405,090**	346,000	(59,090)
5805 General Consulting	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	(13,952)	-	**(167,422)**	(143,000)	24,422
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	836,741	836,741	836,741	-	-	-	**2,510,223**	2,144,060	(366,163)
5807 Bank Charges	293	293	293	293	293	293	293	293	293	293	293	293	-	**3,512**	3,000	(512)
5808 Printing	585	585	585	585	585	585	585	585	585	585	585	585	-	**7,025**	6,000	(1,025)
5809 Other taxes and fees	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	-	**33,953**	29,000	(4,953)
5810 Payroll Service Fee	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	-	**218,936**	187,000	(31,936)
5811 Management Fee	190,905	190,905	190,905	190,905	190,905	190,905	190,905	190,905	190,905	190,905	190,905	190,905	-	**2,290,855**	1,956,691	(334,164)
5812 District Oversight Fee	-	47,889	49,201	89,412	85,588	85,588	89,412	85,588	112,983	116,882	111,452	111,452	115,812	**1,101,259**	937,941	(163,318)
5813 County Fees	-	-	-	1,024	-	-	1,024	-	-	1,024	-	-	1,024	**4,098**	3,500	(598)
5814 SPED Encroachment	-	11,639	11,639	20,950	20,950	20,950	20,950	20,950	20,950	20,950	20,950	20,950	52,744	**264,577**	231,653	(32,923)
5815 Public Relations/Recruitment	514	514	514	514	514	514	514	514	514	514	514	514	-	**6,162**	6,000	(162)
	247,225	306,753	308,065	363,405	358,556	358,556	358,612	1,190,505	1,217,900	1,222,824	379,628	379,628	169,580	**6,861,237**	**5,879,845**	**(981,392)**
Depreciation																
6900 Depreciation Expense	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	-	**251,487**	244,875	(6,612)
	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	-	**251,487**	**244,875**	**(6,612)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**5,307,678**	**9,188,647**	**13,320,585**	**11,257,699**	**9,541,352**	**8,878,335**	**10,779,644**	**8,973,891**	**11,308,291**	**10,800,531**	**9,678,465**	**7,466,115**	**5,386,107**	**121,887,340**	**106,932,340**	**(14,955,000)**
Monthly Surplus (Deficit)	**(5,307,678)**	**(4,011,782)**	**(7,783,001)**	**(1,618,167)**	**3,968,114**	**797,149**	**(545,071)**	**283,248**	**917,886**	**3,816,613**	**2,165,128**	**4,392,475**	**10,027,025**	- **7,101,937**	**4,878,581**	**2,223,356**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY26-27

Revised 6/4/25

ADA = 8718.57

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(5,307,678)	(4,011,782)	(7,783,001)	(1,618,167)	3,968,114	797,149	(545,071)	283,248	917,886	3,816,613	2,165,128	4,392,475	10,027,025	**7,101,937**		
Cash flows from operating activities																
Depreciation/Amortization	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	-	**251,487**		
Public Funding Receivables	9,891,078	-	4,807,734	-	-	1,172,136	1,619,788	-	-	-	-	-	(15,413,132)	**2,077,604**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(4,920,829)	-	-	-	-	-	-	-	-	-	-	-	5,386,107	**465,278**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	(1,049,235)	**(1,049,235)**		
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	(316,472)	(3,990,825)	(2,954,310)	(1,597,210)	3,989,071	1,990,242	1,095,674	304,205	938,843	3,837,570	2,186,085	4,413,432				
Cash, Beginning of Month	14,515,786	14,199,314	10,208,489	7,254,179	5,656,969	9,646,040	11,636,282	12,731,956	13,036,161	13,975,004	17,812,574	19,998,659				
Cash, End of Month	**14,199,314**	**10,208,489**	**7,254,179**	**5,656,969**	**9,646,040**	**11,636,282**	**12,731,956**	**13,036,161**	**13,975,004**	**17,812,574**	**19,998,659**	**24,412,090**				

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/4/25

ADA = 8901.66

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 8718.57	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	5,498,038	5,498,038	9,896,469	9,896,469	9,896,469	9,896,469	9,896,469	10,358,304	10,358,304	10,358,304	10,358,304	10,358,304	**112,269,942**	106,195,819	6,074,123
8012 Education Protection Account	-	-	-	382,393	-	-	382,393	-	-	542,998	-	-	472,546	**1,780,331**	1,743,713	36,618
8096 In Lieu of Property Taxes	-	133,936	267,872	178,581	178,581	178,581	178,581	178,581	312,518	156,259	156,259	156,259	156,259	**2,232,268**	2,186,355	45,913
	-	5,631,974	5,765,910	10,457,444	10,075,050	10,075,050	10,457,444	10,075,050	10,670,822	11,057,561	10,514,563	10,514,563	10,987,109	**116,282,541**	**110,125,887**	**6,156,654**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	1,208,213	**1,208,213**	1,059,783	148,429
8290 Title I, Part A - Basic Low Income	-	-	199,650	-	-	199,650	-	-	199,650	-	-	-	199,650	**798,601**	782,176	16,426
8291 Title II, Part A - Teacher Quality	-	-	34,709	-	-	34,709	-	-	34,709	-	-	-	34,709	**138,835**	135,979	2,856
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	14,997	315	**15,312**	14,997	315
	-	-	234,359	-	-	234,359	-	-	234,359	-	-	14,997	1,442,887	**2,160,960**	**1,992,935**	**168,026**
Other State Revenue																
8311 State Special Education	-	396,119	396,119	713,015	713,015	713,015	713,015	713,015	713,015	713,015	713,015	713,015	713,015	**7,922,385**	7,759,437	162,948
8550 Mandated Cost	-	-	-	-	-	188,806	-	-	-	-	-	-	33,794	**222,600**	188,806	33,794
8560 State Lottery	-	-	-	-	-	-	607,538	-	-	607,538	-	-	1,215,076	**2,430,152**	2,380,169	49,984
8599 Other State Revenue	-	-	-	-	4,609,316	-	-	-	-	1,772,814	-	-	709,125	**7,091,255**	6,542,043	549,212
	-	396,119	396,119	713,015	5,322,330	901,821	1,320,553	713,015	713,015	3,093,366	713,015	713,015	2,671,010	**17,666,393**	16,870,455	795,938
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	**-**	**6,028,094**	**6,396,389**	**11,170,458**	**15,397,381**	**11,211,230**	**11,777,996**	**10,788,065**	**11,618,195**	**14,150,928**	**11,227,578**	**11,242,574**	**15,101,006**	**136,109,894**	**128,989,277**	**7,120,617**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,370,319	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	3,450,569	1,732,347	-	**37,608,356**	35,860,105	(1,748,252)
1175 Teachers' Extra Duty/Stipends	168,310	336,621	336,621	336,621	336,621	336,621	336,621	336,621	336,621	336,621	336,621	168,310	-	**3,702,827**	3,603,374	(99,453)
1200 Pupil Support Salaries	187,258	391,225	391,225	391,225	391,225	391,225	391,225	391,225	391,225	391,225	391,225	201,821	-	**4,301,329**	4,185,801	(115,528)
1300 Administrators' Salaries	248,259	252,864	252,864	252,864	252,864	252,864	252,864	252,864	252,864	252,864	252,864	248,259	-	**3,025,162**	2,943,910	(81,252)
1900 Other Certificated Salaries	48,050	100,839	100,839	100,839	100,839	100,839	100,839	100,839	100,839	100,839	100,839	50,419	-	**1,106,857**	1,077,128	(29,729)
	2,022,196	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	4,532,118	2,401,157	-	**49,744,531**	**47,670,318**	**(2,074,214)**
Classified Salaries																
2100 Instructional Salaries	-	30,224	30,224	30,224	30,224	30,224	30,224	30,224	30,224	30,224	30,224	15,112	-	**317,353**	308,830	(8,524)
2200 Support Salaries	145,194	155,285	155,285	155,285	155,285	155,285	155,285	155,285	155,285	155,285	155,285	150,240	-	**1,848,284**	1,798,642	(49,643)
2300 Classified Administrators' Salaries	54,104	54,104	54,104	54,104	54,104	54,104	54,104	54,104	54,104	54,104	54,104	54,104	-	**649,248**	631,810	(17,438)
2400 Clerical and Office Staff Salaries	191,945	191,945	191,945	191,945	191,945	191,945	191,945	191,945	191,945	191,945	191,945	191,945	-	**2,303,338**	2,241,473	(61,865)
2900 Other Classified Salaries	19,239	28,313	28,313	28,313	28,313	28,313	28,313	28,313	28,313	28,313	28,313	23,776	-	**326,147**	317,387	(8,760)
	410,482	459,871	459,871	459,871	459,871	459,871	459,871	459,871	459,871	459,871	459,871	435,177	-	**5,444,371**	**5,298,142**	**(146,229)**
Benefits																
3101 STRS	343,207	758,230	758,230	758,230	758,230	758,230	758,230	758,230	758,230	758,230	758,230	404,485	5,450,294	**13,780,282**	13,189,236	(591,046)
3301 OASDI	25,450	28,512	28,512	28,512	28,512	28,512	28,512	28,512	28,512	28,512	28,512	26,981	-	**337,551**	328,485	(9,066)
3311 Medicare	35,984	72,263	72,263	72,263	72,263	72,263	72,263	72,263	72,263	72,263	72,263	41,622	-	**800,239**	768,043	(32,196)
3401 Health and Welfare	1,011,839	354,876	472,085	646,846	583,117	562,429	539,702	496,421	496,421	496,421	496,421	496,421	-	**6,653,002**	6,374,897	(278,105)
3501 State Unemployment	11,515	11,515	11,515	11,515	11,515	11,515	57,575	46,060	23,030	11,515	11,515	11,515	-	**230,300**	226,380	(3,920)
3601 Workers' Compensation	24,816	49,837	49,837	49,837	49,837	49,837	49,837	49,837	49,837	49,837	49,837	28,705	-	**551,889**	529,685	(22,204)
3901 Other Benefits	-	-	816,656	-	-	-	-	-	-	-	-	-	-	**816,656**	794,721	(21,934)
	1,452,811	1,275,233	2,209,098	1,567,203	1,503,474	1,482,786	1,506,119	1,451,323	1,428,293	1,416,778	1,416,778	1,009,729	5,450,294	**23,169,919**	**22,211,447**	**(958,472)**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/4/25

ADA = 8901.66

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Curricula	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	-	**289,893**	276,304	(13,589)
4200 Books and Other Materials	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	-	**140,033**	133,469	(6,564)
4302 School Supplies	328,988	1,760,906	1,221,419	1,304,291	497,770	499,063	716,781	388,268	1,705,427	1,421,960	1,264,289	1,400,795	-	**12,509,955**	11,923,559	(586,396)
4305 Software	397,476	397,476	397,476	397,476	397,476	397,476	397,476	397,476	397,476	397,476	397,476	397,476	-	**4,769,716**	4,546,139	(223,577)
4310 Office Expense	22,315	22,315	22,315	22,315	22,315	22,315	22,315	22,315	22,315	22,315	22,315	22,315	-	**267,782**	255,230	(12,552)
4311 Business Meals	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	-	**50,363**	48,002	(2,361)
4400 Noncapitalized Equipment	109,404	18,565	-	357,444	44,602	1,223	4,387	111,117	488,069	406,945	361,822	400,888	-	**2,304,465**	2,196,445	(108,020)
	898,208	2,239,286	1,681,234	2,121,550	1,002,188	960,102	1,180,984	959,200	2,653,311	2,288,720	2,085,926	2,261,498	-	**20,332,207**	**19,379,148**	**(953,059)**
Subagreement Services																
5101 Nursing	102	102	102	102	102	102	102	102	102	102	102	102	-	**1,228**	1,171	(58)
5102 Special Education	290,097	290,097	290,097	290,097	290,097	290,097	290,097	290,097	290,097	290,097	290,097	290,097	-	**3,481,168**	3,317,991	(163,177)
5105 Security	512	512	512	512	512	512	512	512	512	512	512	512	-	**6,142**	5,854	(288)
5106 Other Educational Consultants	(5,445)	271,485	4,211,667	2,207,066	1,594,828	962,088	2,711,308	221,113	971,216	809,786	719,995	797,733	-	**15,472,839**	14,747,560	(725,279)
	285,266	562,196	4,502,379	2,497,778	1,885,540	1,252,799	3,002,019	511,825	1,261,928	1,100,497	1,010,706	1,088,444	-	**18,961,378**	- **18,072,576**	**(888,802)**
Operations and Housekeeping																
5201 Auto and Travel	24,874	24,874	24,874	24,874	24,874	24,874	24,874	24,874	24,874	24,874	24,874	24,874	-	**298,491**	284,500	(13,992)
5300 Dues & Memberships	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	-	**47,906**	45,660	(2,246)
5400 Insurance	102,363	102,363	102,363	102,363	102,363	102,363	102,363	102,363	102,363	102,363	102,363	102,363	-	**1,228,358**	1,170,780	(57,578)
5501 Utilities	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	-	**51,591**	49,173	(2,418)
5502 Janitorial Services	512	512	512	512	512	512	512	512	512	512	512	512	-	**6,142**	5,854	(288)
5900 Communications	20,780	20,780	20,780	20,780	20,780	20,780	20,780	20,780	20,780	20,780	20,780	20,780	-	**249,357**	237,668	(11,688)
5901 Postage and Shipping	3,378	3,378	3,378	3,378	3,378	3,378	3,378	3,378	3,378	3,378	3,378	3,378	-	**40,536**	38,636	(1,900)
	160,198	160,198	160,198	160,198	160,198	160,198	160,198	160,198	160,198	160,198	160,198	160,198	-	**1,922,381**	**1,832,271**	**(90,110)**
Facilities, Repairs and Other Leases																
5601 Rent	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	18,771	-	**225,248**	225,248	-
5602 Additional Rent	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	-	**52,819**	50,344	(2,476)
5604 Other Leases	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-	**29,481**	28,099	(1,382)
5610 Repairs and Maintenance	614	614	614	614	614	614	614	614	614	614	614	614	-	**7,370**	7,025	(345)
	26,243	26,243	26,243	26,243	26,243	26,243	26,243	26,243	26,243	26,243	26,243	26,243	-	**314,918**	**310,715**	**(4,203)**
Professional/Consulting Services																
5801 IT	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	-	**54,048**	51,514	(2,533)
5802 Audit & Taxes	-	-	-	4,925	4,925	4,925	-	-	-	-	-	-	-	**14,775**	14,378	(397)
5803 Legal	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	10,026	-	**120,309**	117,078	(3,231)
5804 Professional Development	35,418	35,418	35,418	35,418	35,418	35,418	35,418	35,418	35,418	35,418	35,418	35,418	-	**425,012**	405,090	(19,922)
5805 General Consulting	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	(14,638)	-	**(175,655)**	(167,422)	8,234
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	877,892	877,892	877,892	-	-	-	**2,633,675**	2,510,223	(123,452)
5807 Bank Charges	307	307	307	307	307	307	307	307	307	307	307	307	-	**3,685**	3,512	(173)
5808 Printing	614	614	614	614	614	614	614	614	614	614	614	614	-	**7,370**	7,025	(345)
5809 Other taxes and fees	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	-	**35,622**	33,953	(1,670)
5810 Payroll Service Fee	19,142	19,142	19,142	19,142	19,142	19,142	19,142	19,142	19,142	19,142	19,142	19,142	-	**229,703**	218,936	(10,767)
5811 Management Fee	200,293	200,293	200,293	200,293	200,293	200,293	200,293	200,293	200,293	200,293	200,293	200,293	-	**2,403,518**	2,290,855	(112,663)
5812 District Oversight Fee	-	56,320	57,659	104,574	100,751	100,751	104,574	100,751	106,708	110,576	105,146	105,146	109,871	**1,162,825**	1,101,259	(61,567)
5813 County Fees	-	-	-	1,075	-	-	1,075	-	-	1,075	-	-	1,075	**4,299**	4,098	(202)
5814 SPED Encroachment	-	11,884	11,884	21,390	21,390	21,390	21,390	21,390	21,390	21,390	21,390	21,390	57,637	**273,918**	264,577	(9,341)
5815 Public Relations/Recruitment	528	528	528	528	528	528	528	528	528	528	528	528	-	**6,332**	6,162	(170)
	259,162	327,365	328,705	391,127	386,228	386,228	386,202	1,259,195	1,265,152	1,270,095	385,698	385,698	168,583	**7,199,437**	**6,861,237**	**(338,200)**
Depreciation																
6900 Depreciation Expense	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	-	**258,428**	251,487	(6,941)
	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	-	**258,428**	**251,487**	**(6,941)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses	**5,536,103**	**9,604,047**	**13,921,382**	**11,777,624**	**9,977,395**	**9,281,881**	**11,275,290**	**9,381,509**	**11,808,651**	**11,276,057**	**10,099,075**	**7,789,680**	**5,618,876**	**127,347,569**	**121,887,340**	**(5,460,229)**
Monthly Surplus (Deficit)	**(5,536,103)**	**(3,575,953)**	**(7,524,993)**	**(607,166)**	**5,419,986**	**1,929,350**	**502,706**	**1,406,556**	**(190,455)**	**2,874,871**	**1,128,503**	**3,452,894**	**9,482,130**	- **8,762,325**	- **7,101,937**	**1,660,388**

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/4/25

ADA = 8901.66

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(5,536,103)	(3,575,953)	(7,524,993)	(607,166)	5,419,986	1,929,350	502,706	1,406,556	(190,455)	2,874,871	1,128,503	3,452,894	9,482,130	**8,762,325**		
Cash flows from operating activities																
Depreciation/Amortization	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	-	**258,428**		
Public Funding Receivables	11,581,172	-	1,190,084	-	-	-	2,641,876	-	-	-	-	-	(15,101,006)	**312,126**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(5,386,107)	-	-	-	-	-	-	-	-	-	-	-	5,618,876	**232,769**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	(1,459,776)	**(1,459,776)**		
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	680,497	(3,554,417)	(6,313,373)	(585,630)	5,441,521	1,950,885	3,166,118	1,428,092	(168,920)	2,896,407	1,150,038	3,474,430				
Cash, Beginning of Month	24,412,090	25,092,588	21,538,170	15,224,798	14,639,168	20,080,689	22,031,574	25,197,692	26,625,783	26,456,864	29,353,270	30,503,309				
Cash, End of Month	**25,092,588**	**21,538,170**	**15,224,798**	**14,639,168**	**20,080,689**	**22,031,574**	**25,197,692**	**26,625,783**	**26,456,864**	**29,353,270**	**30,503,309**	**33,977,738**				

Coversheet

Education Protection Account (EPA) Resolution and Spending Plan

Section: II. Finance
Item: E. Education Protection Account (EPA) Resolution and Spending Plan
Purpose: Vote
Submitted by:
Related Material: PCA Resolution 2025-07 EPA_proposed 6.23.25.pdf

Pacific Coast Academy
13915 Danielson St. #103, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2025-07

REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Pacific Coast Academy (PCA);
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Pacific Coast Academy (PCA) has determined to spend the monies received from the Education Protection Act as attached.

Pacific Coast Academy
Projected Expenditures through: June 30, 2026 Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Revenue Limit Sources	8010-8099	1,529,573.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,529,573.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	1,028,645.36
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	500,927.64
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,529,573.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on June 25, 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

2025-2026 Spring Consolidated Application

Section: II. Finance
Item: F. 2025-2026 Spring Consolidated Application
Purpose: Vote
Submitted by:
Related Material: PCA_FY26_Spring ConApp.pdf

California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 Certification of Assurances

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

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/18/2025

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

California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Krystin Demofonte
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/18/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 LCAP Federal Addendum Certification

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

Initial Application

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

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

Returning Application

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

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

Warning
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 Application for Funding

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

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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2025–26 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	104
Estimated English learner student program allocation	$13,067

Note: $10,000 minimum program eligibility criteria

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

Budget

Professional development activities	$0
Program and other authorized activities	$13,067
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$13,067

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

California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated immigrant per student allocation	$99.32
Estimated immigrant student count	104
Estimated immigrant student program allocation	$10,329

Note: Eligibility criteria

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

Budget

Authorized activities	$10,329
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$10,329

Warning
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California Department of Education **Consolidated Application**

Pacific Coast Academy (37 68049 0136416)

Status: Certified
Saved by: Tyler Myers
Date: 6/18/2025 5:26 PM

2025–26 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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

Coversheet

May Financials

Section: II. Finance
Item: G. May Financials
Purpose: Vote
Submitted by:
Related Material: 25.05_PCA_May Presentation.pdf

CHARTER IMPACT

Pacific Coast Academy

May Financial Presentation – 2024/25

Highlights

Highlights

- ADA locked at **6,722**, **flat** to prior projection
- Revenue minimally decreased by **$9K**
- Expenses increased **$385K**
- Projected surplus for year-end is **$2.5M**, **-$385K**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

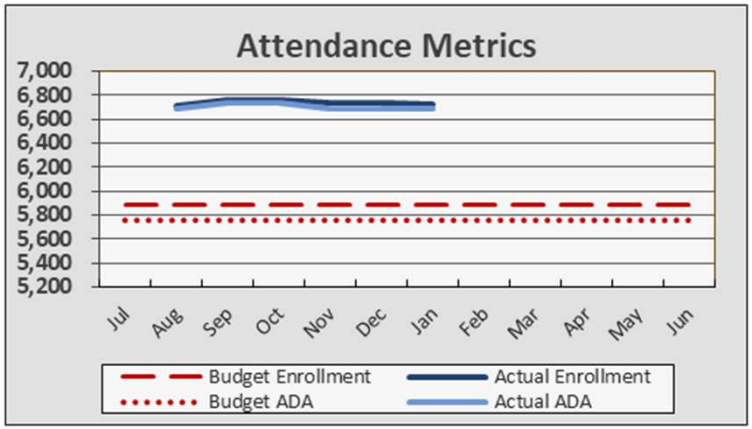
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio
22.19 :1

Cert.	Instr.
56.6%	86.7%
16,457,844	6,689,869

Attendance

Enrollment & Per Pupil Data		
	Forecast	**Budget**
Average Enrollment	*6753*	*5880*
ADA	*6722*	*6082*
Attendance Rate	*99.5%*	*98.0%*
Unduplicated %	*38.8%*	*39.0%*
Revenue per ADA	*$14,768*	*$14,271*
Expenses per ADA	*$14,398*	*$13,220*



- **P2 ADA locked at 6,722**
  - +11% to original budget
  - +22% to prior year

Revenue

- Revenue minimally down to prior projection, **-$9K** driven by fundraising revenue reclasses to contra-expenses

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 70,258,904	$ 53,954,931	$ 16,303,973	$ 80,569,891	$ 72,393,488	$ 8,176,403
Federal Revenue	3,110,302	1,320,012	1,790,290	1,649,113	1,549,894	99,219
Other State Revenue	7,514,540	6,874,120	640,420	14,154,570	12,848,322	1,306,249
Other Local Revenue	525,702	-	525,702	2,894,670	-	2,894,670
Total Revenue	**$ 81,409,447**	**$ 62,149,063**	**$ 19,260,384**	**$ 99,268,244**	**$ 86,791,703**	**$ 12,476,541**

Expenses

- Expenses increased **$385K**, driven by:
  - SPED: **+$380K**, based on trend
  - ERC Consulting Fee: **+160K**
  - Software: **-$175K**

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 32,461,342	$ 29,981,685	$ (2,479,656)	$ 38,472,378	$ 31,539,229	$ (6,933,150)
Classified Salaries	5,282,317	4,195,969	(1,086,348)	5,697,318	4,502,043	(1,195,275)
Benefits	11,944,649	10,670,609	(1,274,040)	16,266,937	14,499,707	(1,767,230)
Books and Supplies	11,233,808	11,934,264	700,456	12,880,513	13,782,807	902,295
Subagreement Services	17,176,466	8,838,729	(8,337,737)	16,646,763	10,179,605	(6,467,159)
Operations	1,268,044	968,687	(299,357)	1,420,488	1,056,750	(363,738)
Facilities	455,080	495,270	40,189	626,117	540,294	(85,823)
Professional Services	3,452,040	3,686,559	234,519	4,742,319	4,269,107	(473,212)
Depreciation	29,006	27,022	(1,985)	31,718	29,478	(2,240)
Total Expenses	**$ 83,302,751**	**$ 70,798,793**	**$ (12,503,958)**	**$ 96,784,551**	**$ 80,399,019**	**$ (16,385,532)**

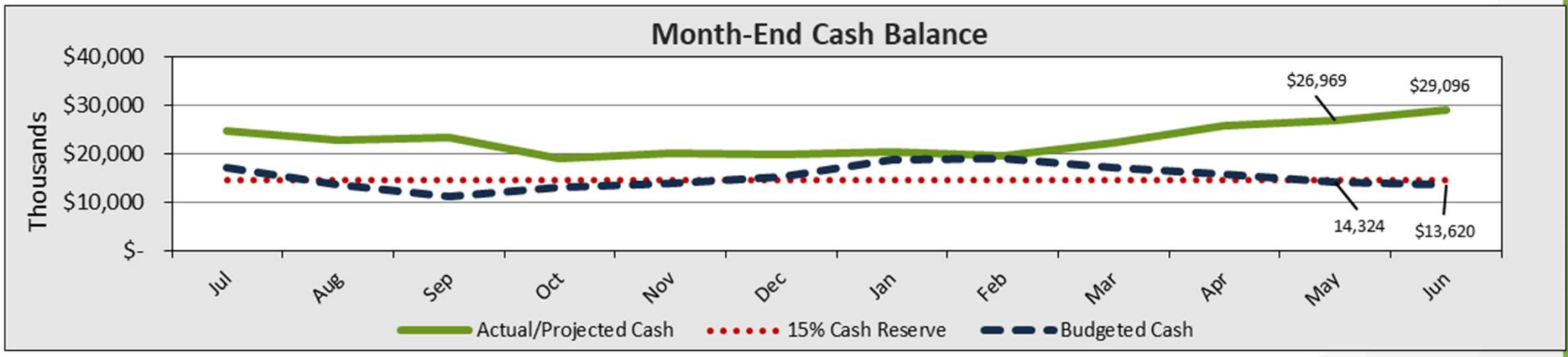
Fund Balance

- Projected year-end surplus decreased by **$2.5M**
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (1,893,303)**	**$ (8,649,730)**	**$ 6,756,426**	**$ 2,483,693**	**$ 6,392,684**	**$ (3,908,991)**
Beginning Fund Balance	18,068,220	18,068,220		18,068,220	18,068,220	
Ending Fund Balance	**$ 16,174,916**	**$ 9,418,490**		**$ 20,551,913**	**$ 24,460,904**	
As a % of Annual Expenses	*16.7%*	*11.7%*		*21.2%*	*30.4%*	

Cash Balance

- 5/31 cash balance: **$27.0M**
- **$10M** outlay for building purchase projected for early FY26
- However, cash expected to remain strong with no projected factoring needed



Appendices

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

Pacific Coast Academy

Monthly Cash Flow/Forecast FY24-25

Revised 06/18/25

ADA = 6,722.06

CHARTER IMPACT

		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.)
Revenues																ADA =	6,081.63
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	8,492,143	8,492,143	8,492,143	8,492,143	8,492,142	(212,024)	**77,527,194**	69,354,439	8,172,755
8012	Education Protection Account	-	-	280,015	-	-	280,015	-	-	447,257	-	-	-	337,125	**1,344,412**	1,216,325	128,087
8019	State Aid - Prior Year	-	-	-	-	-	-	-	(19,642)	8,077	8,053	8,053	$8,053	-	**12,594**	-	12,594
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	1,685,691	**1,685,691**	1,822,724	(137,033)
		3,207,137	3,207,137	6,052,861	5,772,846	5,772,846	6,052,861	5,772,846	8,472,501	8,947,477	8,500,196	8,500,196	8,500,195	1,810,792	**80,569,891**	**72,393,488**	**8,176,403**
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	-	233,437	353,598	-	-	-	70,940	**689,508**	579,469	110,039
8291	Title II, Part A - Teacher Quality	-	-	-	29,232	166,395	-	303,689	(261,966)	(139,930)	-	-	-	21,860	**119,280**	105,842	13,438
8293	Title III - Limited English	-	-	-	5,062	-	6,997	3,289	(8,770)	6,577	3,514	-	13,155	(16,669)	**13,155**	13,155	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	2,336,155	-	-	(2,336,155)	**-**	(0)	0
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	38,486	3,004	-	-	-	-	**41,490**	-	41,490
		-	3,389	-	34,294	166,395	35,141	306,978	1,187	223,249	2,339,669	-	13,155	(1,474,344)	**1,649,113**	**1,549,894**	**99,219**
Other State Revenue																	
8311	State Special Education	242,430	242,430	436,374	436,374	-	436,374	872,748	-	631,373	1,261,214	630,607	436,374	402,650	**6,028,948**	5,261,275	767,674
8550	Mandated Cost	-	-	-	-	134,607	-	-	-	-	-	-	-	-	**134,607**	127,652	6,955
8560	State Lottery	-	-	-	-	-	-	360,893	-	459,153	-	-	-	1,015,076	**1,835,122**	1,514,325	320,798
8598	Prior Year Revenue	-	-	(176)	-	(143,309)	14,576	247,438	-	27,194	-	-	-	-	**145,722**	-	145,722
8599	Other State Revenue	195,303	141,647	72,815	46,922	84,590	74,037	89,905	179,684	108,323	60,898	170,116	59,898	4,726,032	**6,010,170**	5,945,071	65,099
		437,733	384,077	509,013	483,296	75,888	524,987	1,570,984	179,684	1,226,042	1,322,112	800,723	496,272	6,143,759	**14,154,570**	**12,848,322**	**1,306,249**
Other Local Revenue																	
8660	Interest Revenue	29,999	37,484	50,886	40,525	23,177	39,853	32,778	27,214	20,194	32,896	27,198	32,814	-	**395,018**	-	395,018
8690	Other Local Revenue	-	-	-	-	37,165	-	41,641	-	-	-	17,289	2,336,155	-	**2,432,250**	-	2,432,250
8699	School Fundraising	-	9,154	13,517	4,642	14,129	9,696	5,974	16,957	10,737	476	(17,880)	-	-	**67,402**	-	67,402
		29,999	46,637	106,044	45,167	74,471	49,550	38,752	44,171	30,931	33,372	26,607	2,368,968	-	**2,894,670**	**-**	**2,894,670**
Total Revenue		**3,674,869**	**3,641,240**	**6,667,919**	**6,335,603**	**6,089,600**	**6,662,539**	**7,689,560**	**8,697,543**	**10,427,699**	**12,195,349**	**9,327,526**	**11,378,590**	**6,480,207**	**99,268,244**	**86,791,703**	**12,476,541**
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	2,026,238	2,003,276	2,006,749	2,039,047	1,081,933	-	**21,631,081**	22,339,801	708,720
1175	Teachers' Extra Duty/Stipends	21,173	421,422	386,079	436,833	402,665	449,718	406,285	407,474	411,928	409,462	519,547	273,888	4,203,316	**8,749,789**	2,681,231	(6,068,559)
1200	Pupil Support Salaries	17,132	382,581	292,461	417,485	326,355	325,923	329,174	323,580	334,891	330,443	335,232	191,424	-	**3,606,679**	3,033,884	(572,795)
1300	Administrators' Salaries	212,641	240,189	209,699	260,061	232,638	232,848	230,867	237,183	248,789	252,772	252,772	217,713	-	**2,828,173**	2,587,416	(240,757)
1900	Other Certificated Salaries	1,750	151,969	141,004	175,455	153,742	154,980	154,845	154,430	160,679	182,554	182,487	42,763	-	**1,656,656**	896,897	(759,759)
		272,952	3,393,834	2,911,176	3,621,132	3,108,171	3,170,542	3,164,002	3,148,905	3,159,562	3,181,981	3,329,084	1,807,720	4,203,316	**38,472,378**	**31,539,229**	**(6,933,150)**
Classified Salaries																	
2100	Instructional Salaries	9,346	28,991	30,044	26,707	29,423	28,833	30,468	26,694	28,164	29,055	33,969	12,578	-	**314,272**	193,993	(120,279)
2200	Support Salaries	120,102	181,835	126,099	196,751	161,967	160,909	171,148	154,019	176,656	178,590	180,990	142,750	-	**1,951,814**	1,546,171	(405,643)
2300	Classified Administrators' Salaries	50,119	51,524	59,252	45,200	51,524	51,524	51,568	51,613	51,613	52,329	56,642	47,900	-	**620,808**	565,552	(55,256)
2400	Clerical and Office Staff Salaries	176,109	209,193	169,885	223,538	204,130	208,467	216,765	199,919	207,141	214,662	214,991	188,470	-	**2,433,271**	1,870,685	(562,587)
2900	Other Classified Salaries	23,563	40,197	38,741	28,559	33,987	33,674	38,316	27,626	28,404	29,871	30,912	23,303	-	**377,152**	325,643	(51,509)
		379,240	511,739	424,021	520,754	481,031	483,406	508,266	459,871	491,978	504,507	517,504	415,001	-	**5,697,318**	**4,502,043**	**(1,195,275)**
Benefits																	
3101	STRS	51,253	616,866	526,644	662,476	397,020	570,563	573,134	570,274	572,380	576,727	601,797	360,927	$3,521,022	**9,601,083**	9,149,314	(451,769)
3301	OASDI	22,768	31,453	25,819	32,053	29,501	29,980	31,147	28,150	30,119	30,892	31,693	23,563	-	**347,141**	299,190	(47,951)
3311	Medicare	9,190	55,061	47,055	58,892	50,516	51,158	51,692	50,776	51,374	51,878	53,931	33,095	-	**564,619**	527,246	(37,373)
3401	Health and Welfare	668,891	234,596	312,078	427,607	385,479	371,802	356,778	366,714	398,150	375,133	358,605	328,167	-	**4,584,000**	3,784,000	(800,000)
3501	State Unemployment	154	9,831	2,347	244	(1,983)	46,475	29,690	1,176	534	412	110	10,045	-	**99,036**	194,530	95,494
3601	Workers' Compensation	68,204	29,688	93,888	22,735	22,735	22,735	22,735	22,954	22,735	22,735	-	45,470	-	**396,614**	545,427	148,813
3901	Other Benefits	-	-	674,445	-	-	-	-	-	-	-	-	-	-	**674,445**	-	(674,445)
		820,461	977,496	1,682,276	1,204,007	883,268	1,092,714	1,065,177	1,040,043	1,075,292	1,057,777	1,046,136	801,267	3,521,022	**16,266,937**	**14,499,707**	**(1,767,230)**
Books and Supplies																	
4100	Textbooks and Core Materials	45,721	72,612	1,187	12,187	-	-	1,198	-	8,688	635	3,077	13,583	-	**158,888**	147,492	(11,396)
4200	Books and Reference Materials	1,777	20,504	11,811	59,000	2,980	-	495	152	-	-	3,162	-	-	**99,881**	-	(99,881)
4302	School Supplies	210,866	1,128,658	782,873	835,989	319,047	319,876	459,423	690,238	1,281,332	1,127,994	179,010	1,335,137	-	**8,670,442**	8,821,760	151,317
4305	Software	587,999	591,838	100,122	391,382	358,044	(49,455)	114,802	169,945	30,050	172,936	154,874	155,333	-	**2,777,870**	2,651,326	(126,544)
4310	Office Expense	17,303	18,554	18,703	15,889	7,403	25,341	15,931	8,864	12,885	4,888	5,948	13,303	-	**165,011**	144,432	(20,579)
4311	Business Meals	1,686	6,758	849	241	4,420	3,537	10,774	1,708	20,198	(9,436)	3,113	1,190	-	**45,038**	12,852	(32,186)
4400	Noncapitalized Equipment	70,123	11,899	-	229,105	28,589	784	2,812	19,487	188,762	140,004	143,658	128,160	-	**963,382**	2,004,945	1,041,563
		935,475	1,850,823	915,544	1,543,794	720,483	300,083	605,435	890,394	1,541,915	1,437,020	492,842	1,646,705	-	**12,880,513**	**13,782,807**	**902,295**

Pacific Coast Academy

Monthly Cash Flow/Forecast FY24-25

Revised 06/18/25

ADA = 6,722.06

		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)
5102	Special Education	4,200	46,446	142,738	238,297	322,629	198,895	286,509	431,599	345,779	405,006	418,195	435,535	-	**3,275,830**	2,557,140	(718,690)
5105	Security	561	435	280	298	298	298	298	298	298	298	298	332	-	**3,993**	3,672	(321)
5106	Other Educational Consultants	(3,490)	174,009	2,699,480	1,414,627	1,022,209	616,654	1,737,821	2,131,715	1,470,975	1,315,515	1,752,993	(965,578)	-	**13,366,932**	7,618,793	(5,748,139)
		1,271	220,891	2,842,499	1,653,222	1,345,136	815,847	2,024,628	2,563,613	1,817,052	1,720,820	2,171,486	(529,703)	-	**16,646,763**	**10,179,605**	**(6,467,159)**
Operations and Housekeeping																	
5201	Auto and Travel	4,157	9,512	18,554	15,315	63,106	14,533	32,864	25,243	67,642	14,135	42,226	9,707	-	**316,994**	105,366	(211,628)
5300	Dues & Memberships	-	5,413	1,230	-	3,770	-	4,153	-	-	258	1,982	3,630	-	**20,435**	39,372	18,937
5400	Insurance	181,226	60,409	60,409	60,409	60,409	60,409	60,409	60,408	60,408	60,408	-	123,187	-	**848,091**	739,122	(108,969)
5501	Utilities	-	2,751	2,579	9,564	2,536	1,031	2,086	1,366	1,862	2,155	3,087	3,035	-	**32,052**	32,946	894
5502	Janitorial Services	-	-	-	-	989	(989)	3,520	-	-	-	-	-	-	**3,520**	-	(3,520)
5900	Communications	-	1,059	606	11,644	570	97,597	5,944	8,137	15,021	15,659	7,730	11,033	-	**175,001**	119,850	(55,151)
5901	Postage and Shipping	1,915	2,087	7,238	2,250	2,014	1,624	1,262	879	1,494	1,095	685	1,853	-	**24,396**	20,094	(4,302)
		187,298	81,231	90,616	99,182	133,394	174,205	110,237	96,034	146,427	93,710	55,709	152,444	-	**1,420,488**	**1,056,750**	**(363,738)**
Facilities, Repairs and Other Leases																	
5601	Rent	37,446	35,033	35,033	36,815	41,533	28,733	41,133	28,733	35,033	35,110	49,026	47,447	118,290	**569,364**	515,202	(54,162)
5602	Additional Rent	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,293	2,988	-	**35,162**	-	(35,162)
5604	Other Leases	1,680	300	800	318	1,826	1,142	4,409	1,707	2,117	2,400	(1,200)	1,930	-	**17,429**	20,910	3,481
5610	Repairs and Maintenance	-	405	-	607	-	1,038	607	1,122	-	-	-	383	-	**4,162**	4,182	20
		42,114	38,726	38,821	40,728	46,347	33,901	49,137	34,550	40,138	40,498	50,119	52,747	118,290	**626,117**	**540,294**	**(85,823)**
Professional/Consulting Services																	
5801	IT	30	35	31,369	1,231	35	35	35	35	18,004	155	35	918	-	**51,917**	9,996	(41,921)
5802	Audit & Taxes	-	3,825	-	-	-	-	7,650	-	1,275	-	-	-	-	**12,750**	13,668	918
5803	Legal	-	2,222	4,535	3,409	8,769	2,765	5,362	8,201	13,365	8,676	10,458	13,957	-	**81,720**	151,470	69,750
5804	Professional Development	101,220	45,738	21,022	5,719	6,635	16,474	35,664	113,278	7,822	21,880	27,219	12,427	-	**415,098**	134,946	(280,152)
5805	General Consulting	-	-	663	3,488	4,939	714	720	700	4,636	163,826	215	165,860	-	**345,762**	25,296	(320,466)
5806	Special Activities/Field Trips	82,347	183,859	219,807	232,755	54,938	28,669	41,038	20,811	59,086	69,257	56,790	34,449	-	**1,083,805**	1,603,956	520,151
5807	Bank Charges	-	-	-	-	-	-	-	873	-	219	-	451	-	**1,543**	4,896	3,353
5808	Printing	125	2,746	-	-	-	-	-	883	-	581	2,237	349	-	**6,921**	3,774	(3,147)
5809	Other taxes and fees	-	365	2,408	1,332	4,648	-	3,874	2,543	140	2,444	-	4,607	-	**22,361**	24,990	2,629
5810	Payroll Service Fee	4,560	17,189	12,913	19,593	17,129	20,150	20,632	19,858	17,981	17,609	18,622	9,393	-	**195,629**	102,000	(93,629)
5811	Management Fee	122,013	122,088	131,386	131,236	128,637	131,236	146,858	149,533	146,783	156,898	156,898	140,072	17,225	**1,680,863**	1,464,162	(216,701)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	(84,135)	85,002	804,832	**805,699**	723,935	(81,764)
5813	County Fees	-	-	-	-	-	-	2,543	(2,543)	-	-	-	-	281	**281**	1,020	740
5814	SPED Encroachment	3,500	3,500	6,300	6,300	-	6,300	6,300	-	-	-	-	-	-	**32,200**	-	(32,200)
5815	Public Relations/Recruitment	-	-	-	-	1,500	480	833	-	2,500	-	-	459	-	**5,772**	4,998	(774)
		313,795	381,567	430,405	405,063	227,230	206,823	271,510	314,172	271,591	441,545	188,340	467,942	822,337	**4,742,319**	**4,269,107**	**(473,212)**
Depreciation																	
6900	Depreciation Expense	2,526	2,526	2,526	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,712	-	**31,718**	29,478	(2,240)
		2,526	2,526	2,526	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,712	-	**31,718**	**29,478**	**(2,240)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**2,955,133**	**7,458,834**	**9,337,884**	**9,090,561**	**6,947,740**	**6,280,202**	**7,801,071**	**8,550,260**	**8,546,634**	**8,480,535**	**7,853,900**	**4,816,835**	**8,664,965**	**96,784,551**	**80,399,019**	**(16,385,532)**
Monthly Surplus (Deficit)		**719,736**	**(3,817,593)**	**(2,669,965)**	**(2,754,957)**	**(858,139)**	**382,337**	**(111,511)**	**147,283**	**1,881,065**	**3,714,814**	**1,473,626**	**6,561,756**	**(2,184,758)**	**2,483,693**	**6,392,684**	**(3,908,991)**
															2.6%		

Pacific Coast Academy

Monthly Cash Flow/Forecast FY24-25

Revised 06/18/25

ADA = 6,722.06

	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
Cash Flow Adjustments														
Monthly Surplus (Deficit)	719,736	(3,817,593)	(2,669,965)	(2,754,957)	(858,138)	382,337	(111,511)	147,283	1,881,065	3,714,814	1,473,626	6,561,756	2,320,624	**6,989,075**
Cash flows from operating activities														
Depreciation/Amortization	2,526	2,526	2,526	2,678	2,677	2,678	2,679	2,678	2,678	2,678	2,678	2,712	-	**31,717**
Public Funding Receivables	290,878	-	1,711,585	(77,278)	573,383	4,790	-	28,080	-	-	-	-	(6,480,207)	**(3,948,769)**
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	(607,623)	770,989	(675,817)	395,134	-	-	**785,660**
Other Assets	-	-	-	-	-	-	-	-	-	-	(50,000)	-	-	**(50,000)**
Accounts Payable	(695,901)	280,855	1,499,560	(1,717,658)	666,453	(530,840)	393,786	(418,033)	35,350	184,343	(231,389)	-	8,664,965	**8,131,491**
Accrued Expenses	(576,007)	1,771,256	(661,266)	842,239	(163,691)	137,218	59,243	(11,594)	106,412	65,310	(271,803)	-	-	**1,297,317**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	(4,505,382)	-	**(4,505,382)**
Deferred Revenue	(133,275)	(80,279)	37,646	65,202	25,872	1,810	22,792	(15,442)	20,192	71,811	(41,600)	68,617	(2,659,356)	**(2,616,010)**
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	390,003	(1,830,368)	602,475	(4,410,088)	1,027,588	(16,645)	373,014	(874,651)	2,816,687	3,363,139	1,276,646	2,127,702		
Cash, Beginning of Month	24,250,981	24,640,984	22,810,616	23,413,091	19,003,003	20,030,591	20,013,946	20,386,959	19,512,308	22,328,995	25,692,134	26,968,780		
Cash, End of Month	**24,640,984**	**22,810,616**	**23,413,091**	**19,003,003**	**20,030,591**	**20,013,946**	**20,386,959**	**19,512,308**	**22,328,995**	**25,692,134**	**26,968,780**	**29,096,483**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
56.6%	86.7%
16,457,844	6,689,869

Pupil:Teacher Ratio
22.19

Pacific Coast Academy

Budget vs Actual

For the period ended May 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	$ 8,492,143	$ 5,674,454	$ 2,817,689	$ 69,247,076	$ 51,700,580	$ 17,546,496	$ 69,354,439
Economic Protection Account Funding	0	0	0	1,007,287	829,313	177,974	1,216,325
State Aid - Prior Year	8,053	0	8,053	4,541	0	4,541	0
In Lieu of Property Taxes	0	115,991	(115,991)	0	1,425,038	(1,425,038)	1,822,724
Total State Aid - Revenue Limit	8,500,196	5,790,445	2,709,751	70,258,904	53,954,931	16,303,973	72,393,488
Federal Revenue							
Federal Special Education - IDEA	0	69,663	(69,663)	0	634,701	(634,701)	851,427
Title I, Part A - Basic Low Income	0	0	0	618,568	579,469	39,099	579,469
Title II, Part A - Teacher Quality	0	0	0	97,420	105,842	(8,422)	105,842
Title III - Limited English	0	0	0	16,669	0	16,669	13,155
Other Federal Revenue	0	0	0	2,336,155	0	2,336,155	0
Federal - Prior Year Adjustments	0	0	0	41,490	0	41,490	0
Total Federal Revenue	0	69,663	(69,663)	3,110,302	1,320,012	1,790,290	1,549,893
Other State Revenue							
State Special Education - AB602	630,607	430,468	200,139	5,189,924	3,922,041	1,267,883	5,261,275
State - Mandated Cost Reimbursement	0	0	0	134,607	127,652	6,955	127,651
State - State Lottery	0	0	0	820,046	688,329	131,717	1,514,325
Prior Year Revenues	0	0	0	145,722	0	145,722	0
State - Other State Revenue	170,116	27,367	142,749	1,224,240	2,136,098	(911,858)	5,945,071
Total Other State Revenue	800,723	457,835	342,888	7,514,539	6,874,120	640,419	12,848,322
Other Local Revenue							
Interest Revenue	27,198	0	27,198	362,205	0	362,205	0
Other Local Revenue	17,289	0	17,289	96,095	0	96,095	0
School Fundraising	(17,880)	0	(17,880)	67,402	0	67,402	0
Total Other Local Revenue	26,607	0	26,607	525,702	0	525,702	0
Total Revenue	**9,327,526**	**6,317,943**	**3,009,583**	**81,409,447**	**62,149,063**	**19,260,384**	**86,791,703**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	2,039,047	2,052,670	(13,623)	20,549,148	21,308,743	(759,595)	22,339,801
Certificated Teachers' Extra Duties/Stipends	519,546	254,760	264,786	4,272,586	2,551,767	1,720,819	2,681,231
Certificated Pupil Support Salaries	335,232	275,853	59,379	3,415,254	2,888,870	526,384	3,033,883
Certificated Supervisors' and Administrators' Salaries	252,772	216,514	36,258	2,610,460	2,376,277	234,183	2,587,416
Other Certificated Salaries	182,487	81,739	100,748	1,613,894	856,028	757,866	896,898
Total Certificated Salaries	3,329,084	2,881,536	447,548	32,461,342	29,981,685	2,479,657	31,539,229
Classified Salaries							
Classified Instructional Salaries	33,969	18,476	15,493	301,694	184,755	116,939	193,993
Classified Support Salaries	180,990	135,016	45,974	1,809,065	1,476,295	332,769	1,546,170
Classified Supervisors' and Administrators' Salaries	56,641	47,129	9,512	572,907	518,423	54,486	565,552
Clerical, Technical, and Office Staff Salaries	214,992	155,890	59,101	2,244,801	1,714,794	530,006	1,870,685
Other Classified Salaries	30,912	28,203	2,710	353,850	301,702	52,148	325,643
Total Classified Salaries	517,504	384,714	132,790	5,282,317	4,195,969	1,086,348	4,502,043
Benefits							
State Teachers' Retirement System, certificated positi	601,797	550,373	51,424	5,719,134	5,726,502	(7,368)	9,149,313
OASDI/Medicare/Alternative, certificated positions	31,693	25,227	6,467	323,577	275,139	48,438	299,190
Medicare certificated positions	53,931	47,701	6,229	531,524	499,143	32,381	527,246
Health and Welfare Benefits, certificated positions	358,605	315,333	43,272	4,255,833	3,468,666	787,166	3,784,000
State Unemployment Insurance, certificated positions	110	9,727	(9,617)	88,991	184,804	(95,812)	194,530
Workers' Compensation Insurance, certificated positic	0	49,346	(49,346)	351,145	516,355	(165,210)	545,427
Other Benefits, certificated positions	0	0	0	674,444	0	674,445	0
Total Benefits	1,046,136	997,707	48,429	11,944,648	10,670,609	1,274,040	14,499,706
Books & Supplies							
Textbooks and Core Curricula Materials	3,078	12,291	(9,214)	145,306	135,201	10,104	147,492
Books and Other Reference Materials	3,162	0	3,162	99,881	0	99,881	0
School Supplies	179,009	1,178,278	(999,268)	7,335,305	7,516,262	(180,957)	8,821,760
Software	154,874	220,944	(66,070)	2,622,537	2,430,382	192,155	2,651,326
Office Expense	5,948	12,036	(6,088)	151,708	132,396	19,312	144,432
Business Meals	3,113	1,071	2,042	43,848	11,781	32,067	12,852
Noncapitalized Equipment	143,658	267,791	(124,132)	835,223	1,708,242	(873,019)	2,004,946
Total Books & Supplies	492,842	1,692,411	(1,199,568)	11,233,808	11,934,264	(700,457)	13,782,808
Subagreement Services							
Special Education	418,196	213,095	205,100	2,840,295	2,344,045	496,250	2,557,140
Security	298	306	(8)	3,662	3,366	296	3,672
Other Educational Consultants	1,752,993	1,017,603	735,389	14,332,509	6,491,318	7,841,191	7,618,792
Total Subagreement Services	2,171,487	1,231,004	940,481	17,176,466	8,838,729	8,337,737	10,179,604
Professional/Consulting Services							
IT	35	833	(798)	50,999	9,163	41,836	9,996
Audit and Tax	0	0	0	12,750	13,668	(918)	13,668
Legal	10,458	12,623	(2,164)	67,763	138,847	(71,085)	151,470
Professional Development	27,219	11,245	15,974	402,671	123,701	278,971	134,946
General Consulting	215	2,108	(1,893)	179,902	23,188	156,714	25,296

Pacific Coast Academy

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Activities	56,791	214,233	(157,442)	1,049,356	1,366,593	(317,237)	1,603,956
Bank Charges	0	408	(408)	1,092	4,488	(3,396)	4,896
Printing	2,237	314	1,923	6,572	3,460	3,113	3,774
Other Taxes and Fees	0	2,083	(2,083)	17,755	22,907	(5,153)	24,990
Payroll Service Fee	18,622	8,500	10,122	186,236	93,500	92,736	102,000
Management Fee	156,898	122,013	34,885	1,523,566	1,342,148	181,417	1,464,162
District Oversight Fee	(84,135)	57,905	(142,040)	(84,135)	539,550	(623,684)	723,935
LACOE Fees	0	0	0	0	765	(765)	1,020
SELPA Fees	0	0	0	32,200	0	32,200	0
Public Relations	0	416	(416)	5,313	4,581	732	4,998
Total Professional/Consulting Services	188,340	432,681	(244,340)	3,452,040	3,686,559	(234,519)	4,269,107
Facilities, Repairs & Other Leases							
Rent	49,026	42,934	6,092	403,627	472,269	(68,641)	515,202
Additional Rent	2,293	0	2,293	32,175	0	32,174	0
Other Leases	(1,200)	1,742	(2,942)	15,499	19,167	(3,668)	20,910
Repairs and Maintenance	0	349	(349)	3,779	3,834	(54)	4,182
Total Facilities, Repairs & Other Leases	50,119	45,025	5,094	455,080	495,270	(40,189)	540,294
Operations & Housekeeping							
Auto and Travel Expense	42,226	8,780	33,446	307,288	96,585	210,702	105,366
Dues & Memberships	1,981	3,281	(1,300)	16,805	36,091	(19,286)	39,372
Insurance	0	61,594	(61,593)	724,904	677,528	47,376	739,122
Utilities	3,087	2,745	341	29,017	30,201	(1,184)	32,946
Janitorial/Trash Removal	0	0	0	3,520	0	3,520	0
Communications	7,730	9,988	(2,258)	163,967	109,862	54,105	119,850
Postage and Shipping	685	1,674	(989)	22,543	18,420	4,124	20,094
Total Operations & Housekeeping	55,709	88,062	(32,353)	1,268,044	968,687	299,357	1,056,750
Depreciation							
Depreciation Expense	2,679	2,457	222	29,006	27,021	1,984	29,478
Total Depreciation	2,679	2,457	222	29,006	27,021	1,984	29,478
Total Expenses	**7,853,900**	**7,755,597**	**98,303**	**83,302,751**	**70,798,793**	**12,503,958**	**80,399,019**
Change in Net Assets	**1,473,626**			**(1,893,305)**			
Net Assets, Beginning of Period	**14,701,290**			**18,068,220**			
Net Assets, End of Period	**$ 16,174,916**			**$ 16,174,916**			

Pacific Coast Academy

Statement of Financial Position

May 31, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 26,968,780	$ 24,250,981	$ 2,717,799	11 %
Accounts Receivable	0	585,554	(585,554)	(100) %
Public Funding Receivables	0	2,531,438	(2,531,438)	(100) %
Prepaid Expenses	767,153	1,552,811	(785,658)	(51) %
Total Current Assets	27,735,933	28,920,784	(1,184,851)	(4) %
Long-term Assets				
Property & Equipment, Net	312,604	332,484	(19,880)	(6) %
Deposits	50,999	999	50,000	5,005 %
Total Long-term Assets	363,603	333,483	30,120	9 %
Total Assets	**$ 28,099,536**	**$ 29,254,267**	**$ (1,154,731)**	**(4) %**
Liabilities				
Current Liabilities				
Accounts Payable	$ 754,251	$ 1,287,726	$ (533,476)	(41) %
Accrued Liabilities	3,397,840	2,100,521	1,297,320	62 %
Deferred Revenue	7,772,529	7,797,800	(25,271)	(0) %
Total Current Liabilities	11,924,620	11,186,047	738,573	7 %
Total Liabilities	**11,924,620**	**11,186,047**	**738,573**	**7 %**
Net Asset	**16,174,916**	**18,068,220**	**(1,893,305)**	**(10) %**
Liabilities & Net Assets	**$ 28,099,536**	**$ 29,254,267**	**$ (1,154,731)**	**(4) %**

Pacific Coast Academy

Statement of Cash Flows

For the period ended May 31, 2025

	Month Ended 05/31/25	YTD Ended 05/31/25
Cash Flows from Operating Activites		
Change in Net Assets	$ 1,473,626	$ (1,893,305)
Adjustments		
Depreciation	2,678	29,007
(Increase) Decrease in Operating Assets		
Public Funding Receivables	0	2,531,438
Grants, Contributions & Pledges Receivable	0	585,553
Prepaid Expenses	395,134	785,658
Other Assets	(50,000)	(50,000)
Increase (Decrease) in Operating Liabilities		
Accounts Payable	(231,389)	(533,475)
Accrued Expenses	(271,803)	1,297,319
Deferred Revenue	(41,600)	(25,270)
Total Cash Flows from Operating Activites	**1,276,646**	**2,726,925**
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	**1,276,646**	**2,717,799**
Cash & Cash Equivalents, Beginning of Period	**25,692,134**	**24,250,981**
Cash & Cash Equivalents, End of Period	**$ 26,968,780**	**$ 26,968,780**

Coversheet

Memorandum of Understanding for Shared Services

Section:	II. Finance
Item:	H. Memorandum of Understanding for Shared Services
Purpose:	Vote
Submitted by:	
Related Material:	MOU 2025-26 for SoCal Collaborative_Proposed 06.05.2025.pdf

MOU 2025-26
SoCal Collaborative

TABLE OF CONTENTS

MEMORANDUM OF UNDERSTANDING FOR SHARED SERVICES 4
Mutual Termination of 2023 MOU 4
Shared Services and Costs 4
Lessors and Lessees 5
Lessor Responsibilities 5
Lessee Responsibilities 5
Relationship Between Lessor and Lessee 5
Term and Termination 6
Termination Without Cause 6
Termination Upon Mutual Agreement 6
Amendments 6
Changes in the Law 6
Mutual Agreement 7
Work Product; Intellectual Property 7
Confidentiality 7
Confidential Information 7
Student Information 7
Insurance 8
Liability 9
Indemnification 9
Assignment 9
Dispute Resolution 9
Notice 9
Headings 10
Entire Agreement 10
No Waiver 10
Severability 10
Governing Law 10
Authority to Contract 10
Counterparts 10
ATTACHMENT A 12
ADMIN SERVICES 12
Technology 12
Enrichment 12

Vendors 12
Accounting/ Accounts Payable 12
Reporting and Database Administration 13
Student Accountability 13
Human Resources 13
Student Services (504/SST) 13
Program Administration 14
Counseling 14
Records 14
COST SHARING OF SHARED EMPLOYEES FOR ADMIN SERVICES 14
ATTACHMENT B 16
HQT SERVICES 16
Single-Subject Highly Qualified Teachers 16
NUMBER OF SHARED EMPLOYEES PROVIDING HQT SERVICES 16
COST SHARING OF SHARED EMPLOYEES FOR HQT SERVICES 17

MEMORANDUM OF UNDERSTANDING FOR SHARED SERVICES

This Memorandum of Understanding for Shared Services ("***MOU***") is entered into as of July 1, 2025 ("***Effective Date***") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this MOU: Mission Vista Academy, Pacific Coast Academy, and Cabrillo Point Academy.

WHEREAS, each of the Parties operates a California nonclassroom-based public charter school based on a similar educational model of standards-based individualized instruction via online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences;

WHEREAS, the Parties share a common history in that their schools were originally founded by the same founders, and while each Party is a separate corporation governed by a separate board and operating a separate school, the Parties have historically worked together as a network to, among other advantages, utilize common resources to achieve cost savings for each of their respective charter schools;

WHEREAS, each of the Parties' respective nonclassroom-based educational programs is structured to allow staff to effectively support the charter school from remote locations;

WHEREAS, the Parties have been sharing services under that certain Memorandum of Understanding for Shared Administrative Services dated July 1, 2023 that the parties previously entered into, the term of which expires on June 30, 2025 (the "***2023 MOU***");

WHEREAS, the sharing of services among all of the schools cooperatively is in the mutual interest and advantage of each of the Parties, in order to best implement their educational programs in a cost effective manner at their respective schools; and

WHEREAS, the Parties now desire to share services and allocate costs among them according to the terms and conditions set forth in this MOU.

NOW, **THEREFORE**, in consideration of the foregoing and of the mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties desire to, and hereby agree as follows:

MUTUAL TERMINATION OF 2023 MOU

The Parties hereby mutually agree that the 2023 MOU and any and all amendments thereto shall terminate and be of no further force or effect as of 11:59 PM on June 30, 2025.

SHARED SERVICES AND COSTS

During the term of this MOU, the Parties shall share the costs associated with the administrative services ("*Admin Services*") as set forth in Attachment A and shall share the costs associated with the high quality teacher services ("*HQT Services*") as set forth in Attachment B. The Admin Services and the HQT Services are collectively referred to herein as the "*Services*" unless otherwise specified. The Parties will each employ various employees who are responsible for performing the Services for all of the Parties' schools, and the terms "*Shared Employee*" or "*Shared Employees*" shall refer to those employees. The Parties shall share all costs of employing the Shared Employees (including, but not limited to, total gross wages, retirement benefit system contributions, and employment taxes) for the Admin Services as set forth in Attachment A and for the HQT Services as set forth in Attachment B.

LESSORS AND LESSEES

The Parties acknowledge that each Party will both (i) employ individuals who will provide Services to another Party; and (ii) receive Services from individuals employed by another Party. The term "***Lessor***" refers to a Party leasing its employee(s) to another Party pursuant to the terms of this MOU. The term "***Lessee***" refers to a Party receiving Services from another Party's employee(s) pursuant to the terms of this MOU. Each Party will serve as both a Lessor and Lessee under this MOU, and shall meet the obligations of Lessor with respect to their own employees and of Lessee with respect to the employees of the other Parties.

LESSOR RESPONSIBILITIES

- Lessor shall comply with all applicable federal and state statutes, laws, and regulations.
- Lessor shall ensure Shared Employees have undergone a tuberculosis risk assessment and/or testing with satisfactory clearances prior to commencing Services to Lessee to the extent required by the Lessor's charter petition ("***Charter Petition***") and applicable law.
- Lessor shall ensure that all Shared Employees receive required training, including, but not limited to, initial and annual training on mandated child abuse or neglect reporting.
- Lessor shall ensure that (i) all Shared Employees have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Shared Employee has been convicted of a serious or violent felony (as defined by Penal Code §§ 667 .5 and 1192.7) or is otherwise prohibited from employment because of their conviction for any crime.
- Lessor agrees that it is the sole and exclusive employer of Shared Employees performing Services for Lessee under this MOU. Lessor shall supervise and make all employment decisions with respect to its employees in its sole discretion, including, but not limited to, all hiring, evaluation, assignment, termination, compensation, and benefits decisions. Lessor will be responsible for the supervision of its employees, subject to input from Lessee(s).

LESSEE RESPONSIBILITIES

- Lessee shall have the right to communicate performance expectations to Shared Employees while they are on assignment to Lessee, and supervise Shared Employees' activities while they are on assignment to Lessee to ensure they are meeting their performance obligations. In addition to any obligations set forth by Lessor as their employer, while performing Services to support Lessee, Shared Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee.
- Lessee shall make available to the Shared Employees of Lessor, in a timely manner, all data, files, documentation, or other information necessary or appropriate for the performance of the Services. Lessee will be responsible for, and the Shared Employees of Lessor shall be entitled to rely upon, the content, accuracy, completeness, and consistency of all such data, materials, and information.
- Lessee shall provide a safe working area for Shared Employees when necessary for Shared Employees to be at a Lessee location.

RELATIONSHIP BETWEEN LESSOR AND LESSEE

- Shared Employees are, and shall remain, the employees of the Lessor, and shall be subject to the ultimate direction and control of Lessor and its governing board, officers, and other representatives. The termination

of this MOU shall not terminate the employment relationship of any Shared Employee with Lessor.

- Lessor shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Shared Employees, including retirement benefit system contributions (e.g., CalSTRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements. Assuming Lessor participates in CalSTRS, the Parties acknowledge Shared Employees are employees of Lessor for CalSTRS purposes.
- Lessor is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws for Shared Employees. Pursuant to Labor Code section 3602, Lessor agrees to retain workers' compensation coverage for all of its Shared Employees as set forth in Section 12 of this MOU for the duration of their support to a Lessee.

TERM AND TERMINATION

The term of this MOU commences on July 1, 2025 and continues through June 30, 2026, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsections (a) or (b) herein. In the event of early termination, the Parties shall each be responsible for their share of costs as set forth in Attachments A and B on a pro-rata basis through the effective date of termination.

Termination Without Cause

Any Party may terminate its participation in this MOU for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by a Party shall not terminate the MOU as to the other Parties. Following termination of a Party's participation, costs shall be allocated among the remaining Parties as set forth in Attachments A and B and this Agreement shall be amended by the remaining Parties as necessary.

Termination Upon Mutual Agreement

The Parties may terminate this MOU with mutual written consent of all Parties.

AMENDMENTS

This MOU may be amended as follows:

Changes in the Law

In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this MOU, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the MOU) to address the changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the MOU shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

Mutual Agreement

The Parties may amend this MOU with mutual written consent of all Parties.

WORK PRODUCT; INTELLECTUAL PROPERTY

Any work product that is created by Lessor, including by any Shared Employee, in the context of providing Services shall be the property of Lessor. Any intellectual property owned by Lessee and used by Lessor related to the Services shall remain the property of Lessee. Similarly, any intellectual property owned or created by Lessor, including by any of the Shared Employees, that is utilized as part of providing the Services shall remain the property of Lessor. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

CONFIDENTIALITY

Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

Confidential Information

- "Confidential Information" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include, but is not limited to, trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.
- If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.
- Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

STUDENT INFORMATION

Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("***FERPA***") and other applicable state and federal laws pertaining to student information and privacy.

- To the extent necessary, each Party shall be designated as having a legitimate educational interest in accessing the other Parties' student education records, as that term is defined by and for purposes of FERPA, thereby allowing each Party to access personally identifiable information from student education records from another Party as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("***PII***") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.
- The Parties shall not use or disclose student education records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the Party who owns the records. Each Party shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, the disclosing Party shall notify the affected Party as soon as practicable, and shall, upon the affected Party's request, notify affected parents, legal guardians, and eligible pupils using reasonably available technological means such as electronic mail. Upon request from the Party who owns the records or upon termination or expiration of this MOU, each Party shall immediately return or destroy all student education records and PII, including all physical copies, drafts, digital, or computer versions.

INSURANCE

- Each Party shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with its performance of the Services under this MOU by each Party, its agents, representatives, employees, or subcontractors. Insurance policies shall be on an occurrence basis, and coverage shall be at least as broad and in the minimum amounts as follows:
- California Workers' Compensation Insurance, as required by the State of California, with statutory limits, and Employer's Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per claim for bodily injury or disease, covering, without limitation, all Shared Employees.
- General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).
- Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per claim.
- Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance, with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.
- Each Party will provide additional insured insurance coverage and policy endorsements for each other Party and its officers, officials, directors, employees, volunteers, or agents under the general liability policies.
- Each Party shall, upon request of another Party at any time, deliver complete, certified copies of the policies of insurance, including endorsements, and receipts for payment or premiums thereon, required by this MOU.
- Lessor will provide thirty (30) days' prior written notice to Lessee in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) to Lessee at least ten (10) days prior to the

expiration date.

LIABILITY

Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

INDEMNIFICATION

Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Notwithstanding anything to the contrary herein, Lessor agrees to defend, indemnify, and hold each Lessee, its employees, officers, directors, and agents harmless against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), or other applicable laws for which each Lessee may be liable as a joint employer with respect to any compensation due and owing to Shared Employees for the performance of Services pursuant to this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of Lesse.

ASSIGNMENT

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

DISPUTE RESOLUTION

If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Parties agree that, within thirty (30) days of the failure to resolve the dispute despite good faith efforts, they will meet with a mutually agreeable mediator for a confidential and non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute before a retired California state or federal court judge under the Comprehensive Arbitration Rules of Judicial Arbitration and Mediation Services, Inc. ("JAMS"), rather than resorting to litigation. The costs of any mediation and/or arbitration shall be shared equally by the Parties. Each Party shall be responsible for their own attorneys' fees.

NOTICE

All notices, requests, demands, or other communications (collectively "***Notice***") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email

or personally served on the Party(ies) to whom Notice is to be given, or seventy- two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth in the signature block. A Party may change this address information upon written notice to the other Parties.

HEADINGS

The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

ENTIRE AGREEMENT

This MOU and any attachments incorporated by reference sets forth the entire understanding and agreement between the parties with respect to the subject matter hereof and is a final, complete, and exclusive statement of the terms of the MOU and supersedes all other oral or written agreements, representations, and understandings.

NO WAIVER

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

SEVERABILITY

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

GOVERNING LAW

This MOU shall be governed by and interpreted under California law.

AUTHORITY TO CONTRACT

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

COUNTERPARTS

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

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Cabrillo Point Academy, a California nonprofit public benefit corporation

By: _____

Name: _____

Its: _____

Date: _____

Address: 13915 Danielson Street #100
Poway, CA 92064

Email: board@cabrillopointacademy.org

Pacific Coast Academy, a California nonprofit public benefit corporation

By: _____

Name: _____

Its: _____

Date: _____

Address: 13915 Danielson Street #103
Poway, CA 92064

Email: board@pacificcoastacademy.org

Mission Vista Academy, a California nonprofit public benefit corporation

By: _____

Name: _____

Its: _____

Date: _____

Address: 1440 Beaumont Ave, Ste A2 #412
Beaumont, CA 92223

Email: board@missionvistaacademy.org

ATTACHMENT A

ADMIN SERVICES

The Parties agree to share the following Admin Services under this MOU:

TECHNOLOGY

Works collaboratively to act as a Technology Department. Offers help desk/tech support, devops, SPED technology support, set up and maintenance of all IT systems. This support includes managing intra- organizational communications (e.g., e-mail) and developing websites, web content, and web functionality for the Parties. Manages equipment inventory, procure, prepare and troubleshoot laptops, tablets, and other educational equipment, and coordinate with vendors for repair and support. Manages aspects of the Parties' network, including setup, connectivity, maintenance, troubleshooting, firewall, and updates. Shared Employees shall serve as liaison with third party vendors, monitor bandwidth usage, and filtering rules for websites. Sets up mobile phones and computers for the Parties.

ENRICHMENT

Processes all enrichment product and service order requests. Reviews student information to ensure that Master Agreements are on file for each student before purchases are made. Carefully reviews orders to ensure that all purchases are approved by Homeschool Teachers ("HSTs") and that items fall within school enrichment purchasing guidelines. Works with school leadership and Enrichment Administrators/Director for additional approvals, as needed. Develops purchasing processes and procedures between schools and vendors. Submits purchase orders or credit card payments to vendors; uploads/attaches all receipt documentation to credit card transactions and the enrichment ordering system. Provides information and support to HSTs, parents, and vendors via telephone and email. Provides enrichment training and support to HSTs, including weekly office hours, resources found in the HST Handbook, and in-person/virtual training, as needed. Collects returned enrichment products back from families and HSTs and marks them as returned on student accounts. Delivers returned items to library locations. Monitors withdrawal survey and provides lists of inventory to HSTs to collect back from families upon students' withdrawal. Sends written notice to families of overdue items. Sends second notices of overdue items to families when items continue to be unreturned, per the restitution policies. When items remain outstanding, employees provide information to the Records Department, so that notes can be placed in Cume files, as needed.

VENDORS

Processes all vendor and SPED provider invoices. Compares invoices to what was approved by the HST. Compares SPED invoices to what was approved in the student's Individual Service Agreement (ISA) and ensures students are offered the correct amount of services. Responds to vendor payment inquiries and helps vendors learn how to create invoices. Audits list of approved vendors. Maintains vendor compliance (documents and information). Manages vendor agreements (sending for signature and ensuring agreements are executed). Helps vendors through the onboarding process.

ACCOUNTING/ ACCOUNTS PAYABLE

Reviews and approves all invoices for the school's business expenses and ensures proper documentation is in place;

works with school leadership for secondary approval when required. Assist with vendor payment inquiries and may also assist the Vendor Department with Enrichment and SPED invoicing as needed. Verifies school purchases and generates purchase orders for all departments. Creates and maintains school accounts, including the provisioning of the school's Online Subscription Package (OSP) licenses for student use. Manages payments for school field trips and event activities, including testing. Oversees and audits student planning amounts and makes adjustments as needed. Manages all student order cancellations and/or adjustments. Reviews withdrawn student accounts and adjusts/removes remaining planning amounts as well as notifies vendors of the cessation of services and/or redirects shipments for product purchases for withdrawn students. Shared employees will assist with all day-to-day Accounting team responsibilities.

REPORTING AND DATABASE ADMINISTRATION

Monitors and maintains student and staff data for reporting to various local, state, and federal agencies including, but not limited to, CALPADS, CBEDS, FCMAT, Federal Civil Rights, and CA Dept of Public Health. Coordinates with all other institutional departments to ensure the complete, accurate, timely collection, and reporting of mandatory information is maintained. Ensures compliance with all local, state, and federal rules and regulations. Works closely with the SPED department for coordinated CALPADS reporting. Supports and provides SIS extract reports needed by other departments and ad hoc projects. Provides training to staff, prepares and maintains reports for the purposes of complying with state mandated reporting requirements. Manages and monitors database user access and student and staff records for the purposes of assuring accuracy and identifying and resolving data errors as necessary. Assigns user access to SIS data areas based on position and job classification. Collaborates regularly with Human Resources and Reporting and Database to ensure all staff data is entered and maintained current in the SIS. Processes enrollment and withdrawal of students with IEPs by requesting electronic student records. Aligns information within the student information system, CALPADS, and Special Education Information System (SEIS).

STUDENT ACCOUNTABILITY

Reviews work record compliance, attendance recording, enrollment documentation. Maintains data in School Pathways. Conducts internal audits. Provides documentation for independent study annual audit.

HUMAN RESOURCES

Plans, organizes, and carries out human resource services. Conducts recruitment, selection, and assignment. Monitors credential regulation compliance. Provides training and mentoring in the instructional program and school improvement processes to ensure quality teaching and learning. Assists employees with completion of documents and processes related to Human Resources. Maintains confidentiality of sensitive information and personnel records. The department monitors evaluation of personnel. Coordinates actions and responses in cases of grievances, arbitration, discipline, and dismissal.

STUDENT SERVICES (504/SST)

Coordinates and monitors compliance SSTs and Section 504's and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability. Oversees prevention efforts to avoid Section 504 and ADA violations from occurring. Investigates complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment. Directs staff activities and complies with established financial, legal, and/or administrative requirements.

PROGRAM ADMINISTRATION

Compiles and analyzes reports including pass rate reports, course reports, grade reports, credit reports, etc. Manages high school catalog. Supports review of graduation plans. Collaborates with curriculum providers and supports family and HST curriculum choice. Manages UCOP, NHS, and College Board accounts. Develops CTE program options. Supports compliance and work sample requirements. Serves as liaison with CALPADs and SIS teams. Answers general questions in regards to high school courses, curriculum, policies and procedures. Develops training sessions focused on high school topics.

Directs and manages the development of goals, plans, and implementation of accountability systems. This support includes management and development of tools designed to measure compliance, educational goals, and objectives. These staff members provide leadership in the reporting and publication of key performance indicators, provide school and student level data regarding academic progress, lead data analysis efforts, and provide professional development training on improving instruction, facilitating accreditation, and making data-informed decisions for students.

COUNSELING

The counseling team provides pre-, present, and post high school educational planning for students and families, as well as serves as a resource for HSTs and other staff. Counselors monitor graduation plans, ensuring requirements are met. Supports standardized testing (SAT, ACT, etc.), financial aid applications, and college planning. Supports concurrent enrollment by developing guides for college community colleges and reviewing/signing forms to allow students to take courses. Works with enrollment, SAAs, records, and CALPADs to ensure student information is accurate. Monitors eligibility for awards such as the Seal of Biliteracy. Monitors and supports alternative graduation options for certain student subgroups.

RECORDS

Processes requests for transcripts, student grade records, course descriptions, and other information in accordance with privacy laws. Orders, validates and distributes transcripts according to requests. Responds to inquiries by telephone or letter regarding academic standing, and/or transcript issues.

The Parties shall annually review the list of Shared Employees providing Admin Services and shall make any necessary revisions to help ensure (1) the Parties are receiving the services they need, and (2) the costs are allocated fairly in accordance with the below.

COST SHARING OF SHARED EMPLOYEES FOR ADMIN SERVICES

The Parties' intent is for each Party to fund an equal share of the costs of the Shared Employees who perform the Admin Services. The Parties have determined that the most effective method to allocate costs for Admin Services in this way is for each Party to contribute Shared Employees whose costs correlate to that Party's share, i.e. approximately one-third (⅓) of the total costs of the Shared Employees. This methodology is fair and equitable while ensuring no one school has to bear the total costs up front, and minimizes the necessary due-to/due-from transactions between schools. The Parties acknowledge and agree that each Party's precise Shared Employee costs under this MOU may fluctuate from time to time. If all Parties mutually agree, the Parties may use invoices and due-to/due-from transactions to address material fluctuations, to help ensure each Party contributes its fair share of the total costs of the Shared Employees. Upon a Party's request, a Party shall provide documentation demonstrating

the costs for its own Shared Employees.

	CPA			MVA			PCA		
Team	**Cost**	**Employees**	**Share**	**Cost**	**Employees**	**Share**	**Cost**	**Employees**	**Share**
Accounting	$124,121.00	1	12.98%	$209,002.26	2	21.85%	$623,288.08	5	65.17%
Admin	$1,047,970.75	5	44.25%	$354,271.43	2	14.96%	$966,124.35	5	40.79%
Counseling	$729,513.14	5	33.73%	$662,934.18	5	30.66%	$770,089.76	6	35.61%
Enrichment	$232,461.55	2	23.03%	$443,299.80	3	43.92%	$333,615.98	3	33.05%
Human Resources	$252,011.13	2	25.94%	$494,754.56	4	50.93%	$224,751.10	2	23.13%
Records	$158,452.96	2	41.68%	$141,695.55	2	37.27%	$80,001.11	1	21.04%
Reporting/ Database	$325,245.85	2	73.33%	0	0	0.00%	$118,310.75	1	26.67%
Student Support	$355,720.34	3	32.24%	$533,799.71	4	48.37%	$213,944.68	2	19.39%
Technology	$1,483,936.85	13	31.61%	$1,709,214.83	16	36.41%	$1,500,967.44	14	31.98%
Vendors	$195,447.35	2	25.90%	$207,069.88	2	27.44%	$352,234.25	2	46.67%
Grand Total	$4,904,880.92	**37**	33.04%	$4,756,042.20	**40**	32.04%	$5,183,327.50	**41**	34.92%

Team	Total Cost
Accounting	$956,411.34
Admin	$2,368,366.53
Counseling	$2,162,537.08
Enrichment	$1,009,377.33
Human Resources	$971,516.79
Records	$380,149.62

Reporting and Database	$443,556.60
Student Support	$1,103,464.73
Technology	$4,694,119.12
Vendors	$754,751.48
Grand Total	$14,844,250.62

ATTACHMENT B

HQT SERVICES

The Parties agree to share the following HQT Services under this MOU:

SINGLE-SUBJECT HIGHLY QUALIFIED TEACHERS

Single-subject credentialed teachers (HQTs) are content area specialists who provide students high-quality academic support. HQTs provide the following: daily office hours, and individual appointments for student support, CPA teachers provide live instruction two times per week for each course (totaling 10-12 hours) and hold daily office hours, identification of student weaknesses to target instruction in areas of need, one-week turnaround on grading assignments. Teachers review test prep assignments and open exams when students are ready, maintain Edgenuity and Schoology platforms with up to date course assignments, grades, etc. They develop engaging and rigorous learning activities, collaborate weekly with teaching teams to discuss assessment, lesson planning, struggling students, etc., develop Common Assessments to identify common areas of need to support student success in standards and standardized assessments, and creation of Pacing and Curriculum Guides.

NUMBER OF SHARED EMPLOYEES PROVIDING HQT SERVICES

The Parties agree that each Party shall employ the following number of Shared Employees to provide the HQT Services:

2025-2026	CPA	MVA	PCA
HQT	15	27	17
Cost	**$2,371,218.65**	**$3,993,974.25**	**$2,883,582.25**
Share	**25.64%**	**43.18%**	**31.18%**

The Parties shall annually review the list of Shared Employees providing HQT Services and shall make any necessary revisions to help ensure the Parties are receiving the services they need.

COST SHARING OF SHARED EMPLOYEES FOR HQT SERVICES

The Parties shall share the total costs of the Shared Employees providing the HQT Services on a pro rata basis by the number of students from each respective school enrolled in the courses during each semester. Each Party will contribute employees whose costs correlate to their projected pro rata allocation. At the end of each semester, each Party shall provide documentation demonstrating the costs for its own Shared Employees and the Parties will calculate the semester cost allocation. Any amount owed by a Party, or overpaid by a Party, shall be reconciled and paid and/or refunded within thirty (30) days after the end of the semester, unless otherwise mutually agreed in writing.

Coversheet

Resolution Regarding Participation in the Exact Path Program

Section: III. Other Business
Item: A. Resolution Regarding Participation in the Exact Path Program
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2025-06 EXACT PATH AND TEST PREPARATION INCENTIVE_proposed 6.11.25.pdf

Pacific Coast Academy
13915 Danielson St. #103, Poway, CA 92064
Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors
2025-06

EXACT PATH AND TEST PREPARATION INCENTIVE

WHEREAS, the Charter Schools Act, California Education Code sections 47600, et seq., provides that existing charter schools are eligible for renewal in large part based upon a school's performance levels schoolwide on all the state indicators, as reported on the California School Dashboard accountability system;

WHEREAS, the Pacific Coast Academy's 2023 English Language Arts Dashboard Indicator is Orange and the Pacific Coast Academy's 2023 Mathematics Dashboard Indicator is Yellow;

WHEREAS, the Pacific Coast Academy's 2024 English Language Arts Dashboard Indicator is Green and the Pacific Coast Academy's 2024 Mathematics Dashboard Indicator is Yellow;

WHEREAS, the Pacific Coast Academy's Current Year Renewal Performance Category for purposes of Education Code section 47607 is Middle Performing;

WHEREAS, the governing board of Pacific Coast Academy has determined that increased academic achievement in all student groups in all subject areas is in the best interest of the students enrolled at Pacific Coast Academy and is in the best interest of Pacific Coast Academy to ensure student success and school renewal opportunities;

WHEREAS, the governing board of Pacific Coast Academy has determined it is in the best interest of the school to provide an incentive to reward students for participating in the Exact Path program, or other administratively adopted program. This program will help students practice and improve the skills they need at their grade level and will demonstrate growth in math, reading, and language arts, which can be used to support Pacific Coast Academy's eligibility for renewal;

WHEREAS, the governing board of Pacific Coast Academy will incentivize students to engage in the Exact Path program to help them practice and improve skills they need at their grade level and to demonstrate growth by offering additional planning amounts allocated towards educational materials for their educational plans upon meeting certain participation benchmarks;

NOW, THEREFORE, BE IT RESOLVED THAT:

The governing board of Pacific Coast Academy authorizes the Executive Director to do the following:

After the Fall 2025 STAR 360 benchmark assessment administration window closes on August 29, 2025 , and before the Winter 2024 STAR 360 benchmark assessment administration window opens on December 2, 2025, all students in Kindergarten and grades 1 through 12, inclusive, who complete enough Exact Path lessons to earn eight (8) trophies in Mathematics, eight (8) trophies in English Language Arts and eight (8) trophies in Reading will have additional planning amounts, not to exceed $800, allocated towards educational materials for their educational plans at the start of the second semester. The additional planning amounts will be administered in accordance with the processes developed by the Executive Director. Said additional planning amounts must be in line with the budget adopted by the governing board of Pacific Coast Academy.

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy, which was duly and regularly held on June 25, 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

Reduced Schedule Policy for Students with Temporary Medical Needs

Section:	III. Other Business
Item:	B. Reduced Schedule Policy for Students with Temporary Medical Needs
Purpose:	Vote
Submitted by:	
Related Material:	PCA Reduced Schedule Policy_Proposed 06.04.2025.pdf

Pacific Coast Academy

Reduced Schedule Policy

TABLE OF CONTENTS

Reduced Schedule Policy for Students with Temporary Medical Needs 3
Eligibility 3
Referral Process 3
Service Parameters 3
Limitations 3

REDUCED SCHEDULE POLICY FOR STUDENTS WITH TEMPORARY MEDICAL NEEDS

Pacific Coast Academy supports students who are temporarily unable to participate in a full academic schedule due to a verified medical condition. While Home & Hospital Instruction (HHI) is not offered through our independent study program, students may qualify for a reduced school schedule upon receipt of medical documentation from a licensed healthcare provider.

ELIGIBILITY

- Student must already be enrolled in the School (grades TK–12).
- A licensed medical professional must verify in writing that a reduced academic schedule (less than 4 classes/20 credits per semester) is medically necessary due to a temporary physical or mental health condition.
- The condition must prevent full participation in the regular independent study schedule for a minimum of 20 school days.

REFERRAL PROCESS

1. Parent/guardian obtains written documentation from a licensed medical professional recommending a reduced schedule.
2. Documentation is submitted to School staff.
3. If approved, a reduced schedule plan will be created and implemented.

SERVICE PARAMETERS

- Reduced schedules are temporary and reviewed regularly (every Learning Period).
- Continuation requires updated medical documentation.
- Reduced schedules do not include live instruction in the home.
- Students must continue to engage with assigned independent study coursework as outlined in the reduced schedule plan.
- Attendance and progress expectations will be outlined in the student's reduced schedule plan.

LIMITATIONS

- This policy is not a replacement for HHI.
- Reduced schedules for Special Education students shall be developed by the student's IEP team (and high school academic counselor if in grades 9-12).
- For students in grades Tk-8, Math and Language Arts courses will be prioritized. For students in grades 9-12, courses that meet the state minimum graduation requirements will be prioritized.
- The minimum duration for a reduced schedule is 20 school days and the maximum duration for a reduced schedule is 90 school days.
- Should the reduced schedule plan not be followed or completed as outlined, the School may determine Home & Hospital instruction is a more appropriate setting for a student. In that case,

the student will be referred to their district of residence for Home & Hospital Instruction. The student will be eligible to re-enroll in the school when a licensed medical professional verifies the student no longer needs Home & Hospital instruction.

Coversheet

Comprehensive Safety Plan with Instructional Continuity Plan

Section: III. Other Business
Item: C. Comprehensive Safety Plan with Instructional Continuity Plan
Purpose: Vote
Submitted by:
Related Material:
PCA 2024-25 Comp Safety Plan_CONFIDENTIAL_Rev 1.27.25_RED 6.06.25.pdf

Pacific Coast Academy

Comprehensive Safety Plan

2024-25

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

TABLE OF CONTENTS

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

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

F. SCHOOL DRESS CODE 32

G. PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND SCHOOL EMPLOYEES TO AND FROM SCHOOL 32

I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE PURSUANT TO EDUCATION CODE SECTION 47605. 33

J. PROCEDURES FOR CONDUCTING TACTICAL RESPONSES TO CRIMINAL INCIDENTS (INCLUDING PROCEDURES RELATED TO INDIVIDUALS WITH GUNS ON SCHOOL CAMPUSES AND SCHOOL-RELATED FUNCTIONS). 33

K. PROCEDURES TO ASSESS AND RESPOND TO REPORTS OF ANY DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY THAT IS BEING CONDUCTED OR THREATENED TO BE CONDUCTED AT THE SCHOOL, AT AN ACTIVITY SPONSORED BY THE SCHOOL, OR ON A SCHOOL BUS SERVING THE SCHOOL 33

L. A PROTOCOL IN THE EVENT A PUPIL IS SUFFERING OR IS REASONABLY BELIEVED TO BE SUFFERING FROM AN OPIOID OVERDOSE. 33

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE 34

ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE 34

APPENDIX A - STAFF ACCOUNTABILITY FORM 36

APPENDIX ~~A~~ B - SUSPENSION & EXPULSION POLICY 36

APPENDIX ~~B~~ C - HARASSMENT~~, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION~~ POLICY. 36

APPENDIX~~ C~~ D - WORKPLACE VIOLENCE PREVENTION PLAN 36

APPENDIX E - INSTRUCTIONAL CONTINUNITY PLAN 36

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

INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

J. Procedures for conducting tactical responses to criminal incidents

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

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

A. CHILD ABUSE REPORTING PROCEDURES

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

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

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

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

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

Duty to Report

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

REPORTING PROCEDURES

A.

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

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

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

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

B.

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

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

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

C.

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

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

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

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

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

Release of Child to Peace Officer

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

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

When School Employees are Accused of Child Abuse

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

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

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

B. DISASTER PROCEDURES

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

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

RESPONSIBILITIES

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

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

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

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

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

EMERGENCY TELEPHONE NUMBERS

Poway

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

El Cajon

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

Mission Valley

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

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

SPECIFIC PROCEDURES

EVACUATION PROCEDURES

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

school building be evacuated.

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

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

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

During an evacuation, the following procedures must be followed:

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

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

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

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

SHELTER IN PLACE/LOCKDOWN/REVERSE EVACUATION PROCEDURES

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

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

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

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

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

PROCEDURES FOR CONDUCTING A "SIZE-UP"

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

Gather Facts

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

Assess and Communicate the Damage

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

Consider Probabilities

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

Assess Your Own Situation

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

Establish Priorities

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

Make Decisions

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

Develop an INCIDENT ACTION PLAN

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

Take Action

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

Evaluate Progress

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

BOMB THREAT

Telephone Bomb Threat

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

location.

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

E-Mail Bomb Threat

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

BOMB THREAT CHECKLIST – PACIFIC COAST ACADEMY

This form will help you obtain the necessary information from the caller. Keep this information near the phone. Date: _____Time: _____AM _____PM _____

Exact words of the person placing call: _____

QUESTIONS TO ASK:

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

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

Caller Description: Male Female Adult Juvenile Middle-Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

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

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

NOTIFY THE FOLLOWING PERSON(S): _____

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

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

Caller ID returned the following number: _____

Police contacted by: _____Time: _____Date: _____

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

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

FIRE/EXPLOSION/AIRCRAFT CRASH OR SIMILAR INCIDENT

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

FIRE/EXPLOSION/AIRCRAFT CRASH PROCEDURES

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

FIRE DRILL PROCEDURES

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

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

POSTING OF EVACUATION ROUTES

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

EARTHQUAKE

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

IF INDOORS

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

IF OUTDOORS

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

IN VEHICLE

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

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

GENERAL GUIDELINES (AFTER THE QUAKE)

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

SHOOTING/STABBINGS

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

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

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

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

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

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

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

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

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

SCENE OF INCIDENT

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

DEATH AND/OR SUICIDE

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

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

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

DEATH OCCURS AT SCHOOL

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

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

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

HOSTAGE SITUATIONS

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

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

IF THE OFFICE IS TAKEN HOSTAGE

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

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

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

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

WHILE WAITING FOR LAW ENFORCEMENT

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

dangerous area.

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

ONCE LAW ENFORCEMENT ARRIVES

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

THE IC SHOULD MAKE PLANS TO

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

HOSTILE VISITOR

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

UNDERSTANDING NONVERBAL MESSAGES

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

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

SEND THE RIGHT NONVERBAL MESSAGES

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

Avoid doing any of the following:

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

Consider doing the following:

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

Attempt to use phrases such as:

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

WHAT TO DO

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

Further details can be found in ~~the~~ Appendix D Workplace Violence Prevention Plan ~~in Appendix C~~.

CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

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

HOW SHOULD THE SCHOOL OFFICE PREPARE?

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

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

HOW SHOULD THE SCHOOL RESPOND?

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

MEDICAL EMERGENCY

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

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

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

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

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

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

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

GAS ODOR/LEAK

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

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

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

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

GAS ODOR OR LEAK INSIDE A BUILDING

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

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

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

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

EXTENDED POWER LOSS

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

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

UPON RESTORATION OF HEAT AND POWER

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

BIOLOGICAL/CHEMICAL WEAPONS ASSAULT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FLOOD PROCEDURES

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

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

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

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

LOCKDOWN/CIVIL UNREST PROCEDURES

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

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

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

If you are inside:

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

If you are outside:

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

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

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

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

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

SEVERE WINDSTORM PROCEDURES

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

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

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

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

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

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

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

SUSPICIOUS MAIL/PACKAGES

All incoming mail and packages should be handled with caution.

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

Mail that:

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

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

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

What to do with suspicious mail (general response):

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

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

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

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

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

GUIDELINES FOR SPEAKING TO THE MEDIA

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

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

USE OF SCHOOL BUILDINGS BY PUBLIC AGENCIES

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

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

Please see the School’s Appendix B Suspension & Expulsion Policy ~~Policies attached hereto as Appendix A~~.

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

D. PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

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

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

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

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

E. ~~DISCRIMINATION AND~~ HARASSMENT POLICY

Please see the School's ~~Discrimination and~~ Appendix C Harassment Policy ~~attached hereto as Appendix B~~.

F. SCHOOL DRESS CODE

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

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

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

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

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

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

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

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

Please see the School's Appendix B Suspension & Expulsion Policy ~~Policies attached hereto as Appendix A~~.

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

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

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

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

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

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

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

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

Pacific Coast Academy will use the following prevention strategies:

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

ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

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

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

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

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

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

APPENDIX A - STAFF ACCOUNTABILITY FORM

APPENDIX ~~A~~ B - SUSPENSION & EXPULSION POLICY

APPENDIX ~~B~~ C - HARASSMENT~~, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION~~ POLICY

APPENDIX ~~C~~ D - WORKPLACE VIOLENCE PREVENTION PLAN

APPENDIX E - INSTRUCTIONAL CONTINUNITY PLAN

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

STAFF ACCOUNTABILITY FORM

Form Given To:	Incident:
Name:	
Date/Time:	

Building Name/Suite Number:		Date:	Time:	
Staff Member Names (List all staff assigned to work at this location)	Assigned and Reported to Work on Date of Incident?	Present in Evacuation or Sheltering Gathering Area?	Injured?	Released to Go Home?

This form will be used to account for all staff assigned to work at this location immediately after an emergency in which building evacuation or shelter in place occurs. Please place names of staff assigned to work at this location on this form during the week of July 1 and January 1 of each year. Update the form regularly with changes. In the event of evacuation or shelter in place, guide staff to the proper gathering area. When safe, use this form to immediately account for staff that reported to work the date of the incident. Be prepared to provide the completed form to emergency response staff to account for individuals.

Pacific Coast Academy

Suspension and Expulsion Policy

TABLE OF CONTENTS

TABLE OF CONTENTS 2
SUSPENSION AND EXPULSION POLICY 3
Responsibility of the Charter School 3
Grounds for Suspension and Expulsion of Students 4
Enumerated Offenses 4
Discretionary Suspension Offenses 4
Non-Discretionary Suspension Offenses 8
Discretionary Expellable Offenses 8
Non-Discretionary Expellable Offenses 11
Willful Defiance 12
Suspension Procedure 12
Conference 12
Notice to Parents/Guardians 12
Suspension Time Limits/Recommendation for Expulsion 13
Authority to Expel 13
Expulsion Procedures 13
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses 14
Record of Hearing 15
Presentation of Evidence 15
Written Notice to Expel 16
Disciplinary Records 16
Expelled Students/Alternative Education 16
Rehabilitation Plans 16
Readmission 17
Involuntary Removal 17

SUSPENSION AND EXPULSION POLICY

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

RESPONSIBILITY OF THE CHARTER SCHOOL

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

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

Charter School staff shall not do any of the following:

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

back.

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

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

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

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

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

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

A student who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

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

- Committed academic dishonesty
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code Section 48901.1).
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not

include athletic events or school- sanctioned events.

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

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

  i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of that student's age with exceptional needs) or

students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.

iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

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

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

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

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

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

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

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

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

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

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious

bodily injury shall be subject to discipline pursuant to subdivision (1).

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

Non-Discretionary Suspension Offenses

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

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

Discretionary Expellable Offenses

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

- Committed academic dishonesty
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a

firearm.

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading personnel or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section

422.55, including immigration status, or association with one or more of these actual or perceived characteristics.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.

iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

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

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

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

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

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

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

(e) Creating a false profile for the purpose of having one or more of the effects listed

in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

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

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

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

Non-Discretionary Expellable Offenses

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

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

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

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

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

WILLFUL DEFIANCE

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

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

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

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the Charter School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board President upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is

based;

- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School governing board or the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness

to accompany them to the witness stand.

- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a student or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Executive Director following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

INVOLUNTARY REMOVAL

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Pacific Coast Academy

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

TABLE OF CONTENTS

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACE TO LEARN ACT 3
Definitions 4
Discrimination 4
Harassment 4
Sexual Harassment 4
Intimidation 5
Bullying 5
Other Types of Bullying: 5
Retaliation 6
Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation 6
Investigation and Disposition of Complaints 7
General Grievance Procedures 7
Parental Notification 8
Sexual Harassment Poster 8
Posting 8

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACE TO LEARN ACT

It is the policy of Pacific Coast Academy ("School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific Coast Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment,intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, neurodiversity, or association with a person or group withone or more of the aforementioned characteristics or any other legally protected category is unlawful andundermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at theSchool or those attending School sponsored activities. This policy also applies to all acts related to school activity or school attendance and all acts of the governing board in enacting policies and procedures of the governing board.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior

and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

DEFINITIONS

Discrimination

Discrimination is adverse treatment of any person based on the protected class or category of persons to whom they belong and such treatment limits students from participating or benefiting from school activities or services.

Harassment

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying

Bullying may take place in a variety of hostile acts that are carried out repeatedly overtime. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulatingsocial relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on their physical or mental health; 3) causes a reasonable student to experience substantial interference with their academic performance; 4) causes a reasonable student to experience interference with their ability to participate in or benefitfrom the services, activities or privileges provided by the School.

Other Types of Bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message,

text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation

Retaliation is any adverse action taken against a student because he or she filed a charge ofharassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

REPORTING DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING OR RETALIATION

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their Homeschool Teacher, school counselor or other school personnel
- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at (619) 215-0704
- By email at krystin.demofonte@pacificcoastacademy.org
- By mail at 13915 Danielson Street Suite #103 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take

immediate steps to intervene when it is safe to do so.

INVESTIGATION AND DISPOSITION OF COMPLAINTS

General Grievance Procedures

The following general grievance procedures ("General Grievance Procedures") are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School's Uniform Complaint Procedures ("UCP") or Title IX Grievance Procedures per School's Title IX Policy. For example, an allegation of bullying that is unrelated to anyprotected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decisionof the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting.

Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures forreporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Pacific Coast Academy

Workplace Violence Prevention Plan

TABLE OF CONTENTS

WORKPLACE VIOLENCE PREVENTION PLAN 3
DEFINITIONS 3
RESPONSIBILITY 4
EMPLOYEE ACTIVE INVOLVEMENT 5
EMPLOYEE COMPLIANCE 6
COMMUNICATION WITH EMPLOYEES 6
COORDINATION WITH OTHER EMPLOYERS 7
WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE 7
EMERGENCY RESPONSE PROCEDURES 7
WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION 8
WORKPLACE VIOLENCE HAZARD CORRECTION 9
PROCEDURES FOR POST-INCIDENT RESPONSE AND INVESTIGATION 10
TRAINING AND INSTRUCTION 11
EMPLOYEE ACCESS TO THE WRITTEN WVPP 12
RECORDKEEPING 12
EMPLOYEE ACCESS TO RECORDS 13
REVIEW AND REVISION OF THE WVPP 13
EMPLOYER REPORTING RESPONSIBILITIES 14

WORKPLACE VIOLENCE PREVENTION PLAN

Pacific Coast Academy's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by Labor Code (LC) section 6401.9.

DEFINITIONS

Emergency

Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

Engineering Controls

An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

Log

The violent incident log required by LC section 6401.9.

Plan

The workplace violence prevention plan required by LC section 6401.9.

Serious Injury or Illness

Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

Threat of Violence

Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

Workplace Violence

Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.

- The following four workplace violence types:

Type 1 Violence

Workplace violence committed by a person who has no legitimate business at the worksite and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 Violence

Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 Violence

Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 Violence

Workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work Practice Controls

Procedures and rules used to effectively reduce workplace violence hazards

RESPONSIBILITY

The WVPP administrator, the Deputy Executive Director, Shari Erlendson, has the authority and responsibility for implementing the provisions of this plan for Pacific Coast Academy**.** If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title/Position	WVPP Responsibility	Phone #	Email
Krystin Demofonte	Executive Director	Overall responsibility for the plan; Approves the final plan and any major changes.	(619) 215-0704 ext. 4024	krystin.demofonte@pacificcoastacademy.org
Dr. Joy Harris	Director of Human Resources Development	Responsible for employee involvement and training; Organizes safety meetings, updates training materials, and handles any reports of workplace violence, and communicates with other employers about the plan.	(619) 782-6464 ext. 2282	joy.harris@cabrillopointacademy.org
Shari Erlendson or designee	Deputy Executive Director	Responsible for emergency response, hazard identification, and coordination with other employers; Coordinates safety inspections, coordinates emergency response procedures.	(619) 215-0704 ext. 4019	shari.erlendson@pacificcoastacademy.org
Human Resources Department	HR Staff	Employee Assistance	(619) 215-0704 ext. 510	hrhelp@pacificcoastacademy.org

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work

areas and for answering employee questions about the WVPP.

EMPLOYEE ACTIVE INVOLVEMENT

Pacific Coast Academy ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan. Management will work with and allow employees and authorized employee representatives to participate in:

Identifying, evaluating, and determining corrective measures to prevent workplace violence.

- Management will organize and facilitate an annual survey of in-person staff to elicit employee feedback on the potential hazards and possible corrective measures that the school might take in order to create a safe environment for staff, families, and the community. Feedback from the survey is used to guide the development of the Workplace Violence Prevention Plan.
- Management will offer opportunities for employees and their representatives to discuss the identification of workplace violence related concerns/hazards during weekly Human Resources office hour meetings. During these meetings, employees may discuss hazards and/or concerns, and how to correct them.

Designing and implementing training.

- Employees who work in person at any of the identified school sites will participate in a required virtual annual training facilitated by Human Resources. All new employees are required to take the training within 30 days of employment. Training records are kept by Human Resources.

Reporting and investigating workplace violence incidents.

- Any staff concerned about and/or involved with an incident regarding student/parent violence should immediately notify any available supervisor for assistance.
- After any incident of verbal or physical aggression or any other form of violence involving a staff member, there is a mandatory debriefing period with a supervisor or team member. This debriefing should occur immediately after the incident, when feasible, and must take place within 24 hours.
    - The purpose of this debriefing is to address and manage any potential imminent risks and to offer support within the team regarding vicarious trauma, compassion fatigue, and burn-out, in addition to promoting healthy self-care and mental wellness.
- Debriefing is recommended in group format for all involved, however may occur on an individual basis as needed.
- Staff may also seek out individual support through the School's Employee Assistance Program for additional one-on-one counseling.

All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment. The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules

fairly and uniformly.

EMPLOYEE COMPLIANCE

Our system ensures employees comply with the rules and work practices that are designed to make the workplace more secure and do not engage in threats or physical actions that create a security hazard for others in the workplace, include at a minimum:

- Training of in-person employees, supervisors, and managers in the provisions of the Pacific Coast Academy Workplace Violence Prevention Plan (WVPP)
- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP. Annual contracts and Employee Handbooks are provided annually. Both identify that all staff are expected to adhere to school policies. All employees are required to review and sign the Handbook at the start of each school year. Training on this plan will be provided to all in-person employees. The WVPP is made available to all employees.
- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by emails, meeting shout-outs, and verbal encouragement.
- Discipline employees for failure to comply with the WVPP. Refer to Pacific Coast Academy's existing discipline process outlined in the Employee Handbook.

COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employees about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
    - Ensure that supervisors and employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action. Employees can anonymously report a violent incident, threat, or other violence concerns.
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner, and they will be informed of the results of the investigation and any corrective actions to be taken.

- Methods of Communication
    - Updates and school-wide decisions to investigations are provided to employees through email.
    - Updates with other employees in the building (at or near and around the same worksite), as necessary, to discuss the plan and any updates. These meetings could involve sharing updates to the plan, discussing recent incidents, and coordinating training sessions.

COORDINATION WITH OTHER EMPLOYERS

Pacific Coast Academy will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained in workplace violence prevention.
- Workplace violence incidents involving any employee are reported, investigated, and recorded.
- At a multiemployer worksite, Pacific Coast Academy will ensure if its employees experience workplace violence incident, the School will record the information in a violent incident log and shall also provide a copy of that log to controlling employer.

WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

Pacific Coast Academy will implement the following effective procedures to ensure that:

All threats or acts of workplace violence are reported to an employee's supervisor or manager, who will inform the WVPP administrator. To report a threat or incident, the employee will:

- Call their direct supervisor or the director of the department/School. If that's not possible, employees will report incidents directly to the WVPP administrator or Human Resources at (619) 215-0704 ext. 510.
- Employees shall also report the incident by completing the Workplace Violence - Hazard Reporting Form and submit it to HRHelp@pacificcoastacademy.org.

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively. An employee who retaliates against a coworker for reporting an incident could be disciplined or subject to involuntary termination.

EMERGENCY RESPONSE PROCEDURES

Pacific Coast Academy has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:
    - Activate any accessible alarm
    - Determine if you can escape/evacuate. If not, lock doors and shelter in place
    - Call 9-1-1

  - Call other departments who share space and inform them of the danger
  - Do not confront the intruder. Try your best to keep quiet, stay calm, and follow instructions.
- Pacific Coast Academy will have evacuation or sheltering plans, including maps of evacuation routes, locations of emergency exits, and instructions for sheltering in place. Maps are posted at each building.

How to obtain help from staff, security personnel, or law enforcement.

- Contact information for response staff and local law enforcement is posted in common areas of each building. If there is immediate danger, call for emergency assistance by dialing 9-1-1 and then notify your supervisor. If your supervisor is not available, notify the next person in your supervisory chain such as your department director, Deputy Executive Director, or Executive Director.

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

Name	Job Title/Position	Phone #	Email
Krystin Demofonte	Executive Director	(619) 215-0704 ext. 4024	krystin.demofonte@ pacificcoastacademy.org

WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by Pacific Coast Academy to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.
- Review all submitted/reported concerns of potential hazards: Workplace Violence – Hazard Inspection Form. These submittals/reports could be from the system the employer had implemented for employees and authorized employee representatives to anonymously inform management about workplace violence hazards of threats of violence without fear of reprisal/retaliation.

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted if an inspection did not occur in the previous year.

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Name/Job Title	Area/Department/Specific Location
Krystin Demofonte, Executive Director	All Sites
Shari Erlendson, Deputy Executive Director	Administrative Office (13915 Danielson St. #200, Poway, CA 92064) and All Sites

Dr. Joy Harris, Director of Human Resources	All sites
Lesley Porter, Director of Enrichment	Library (13915 Danielson St. #101, Poway, CA 92064)
John Olinger, Director of Technology	Tech Suite (13915 Danielson St. Suites 100 & 102, Poway, CA 92064)

Inspections for workplace violence hazards include assessing:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go to in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner. Pacific Coast Academy will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s), all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.

- All corrective actions taken will be documented and dated on the appropriate forms. Use the Workplace Violence - Hazard Reporting Form to report an incident.
- Corrective measures for workplace violence hazards will be specific to a given work area.
    - Make the workplace unattractive to robbers.
    - Utilize appropriate workplace security systems.
    - Post emergency telephone numbers for law enforcement, fire, and medical services
    - Control, access to, and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Provide employee training/re-training(refreshers) on the WVPP, which could include but is not limited to the following:
    - Recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
    - Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage, or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.
    - Improve how well our establishment's management and employees communicate with each other.
    - Procedures for reporting suspicious persons, activities, and packages.
    - Provide/review employee, supervisor, and management training on emergency action procedures.
- Ensure adequate employee escape routes.
- Increase awareness by employees, supervisors, and managers of the warning signs of potential workplace violence.
- Ensure that employee disciplinary and discharge procedures address the potential for workplace violence.
- Establish a policy for prohibited practices.

PROCEDURES FOR POST-INCIDENT RESPONSE AND INVESTIGATION

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examine the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensure corrective actions are taken.

- Obtain any reports completed by law enforcement.

The violent incident log will be used for every workplace violence incident and will include information, such as: [See attached]

- The date, time, and location of the incident.
- The workplace violence type or types involved in the incident.
- A detailed description of the incident.
- A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.
- A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
- A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
- The type of incident, including, but not limited to, whether it involved any of the following:
    - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
    - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
    - Threat of physical force or threat of the use of a weapon or other object.
    - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
    - Animal attack.
    - Other.
- Consequences of the incident, including, but not limited to:
    - Whether security or law enforcement was contacted and their response.
    - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
    - Information about the person completing the log, including their name, job title, and the date completed.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information that would reveal the identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

Pacific Coast Academy will provide its employees with training and instruction on the definitions found in this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in the development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures Pacific Coast Academy has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities Pacific Coast Academy has for interactive questions and answers with a person knowledgeable about the Pacific Coast plan.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

Note: Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.

EMPLOYEE ACCESS TO THE WRITTEN WVPP

Pacific Coast Academy ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by:

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.
- We will provide unobstructed access through a company server or website, which allows an employee to review, print, and email the current version of the written WVPP. Unobstructed access means that the employee, as part of their regular work duties, predictably and routinely uses electronic means to communicate with management or co-employees.

RECORDKEEPING

Pacific Coast Academy will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.

- Create and maintain training records for a minimum of one (1) year and include the following:
    - Training dates.
    - Contents or a summary of the training sessions.
    - Names and qualifications of persons conducting the training.
    - Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
    - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by LC section 6401.9(f), shall be made available to Cal/OSHA upon request for examination and copying.

EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

REVIEW AND REVISION OF THE WVPP

The Pacific Coast Academy WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the Employee Active Involvement section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

Review of Pacific Coast Academy's WVPP should include, but is not limited to:

- Review of incident investigations and the violent incident log.
- Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

EMPLOYER REPORTING RESPONSIBILITIES

As required by California Code of Regulations (CCR), Title 8, Section 342(a). Reporting Work-Connected Fatalities and Serious Injuries, Pacific Coast Academy will immediately report to Cal/OSHA any serious injury or illness (as defined by CCR, Title 8, Section 330(h)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

I, Krystin Demofonte, Executive Director of Pacific Coast Academy, hereby authorize and ensure the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to promoting a culture of safety and violence prevention in our workplace and believe that these policies and procedures will help us achieve that goal.

_____ _____

Krystin Demofonte, Executive Director Date

Pacific Coast Academy

Instructional Continuity Plan

A Component of the Comprehensive Safety Plan

June 25, 2025

TABLE OF CONTENTS

Instructional Continuity Plan (ICP) 3
Introduction and Intent 3
Objectives 3
Decision-Making Matrix for Instruction and Services 3
Instructional Continuity and Compliance 4
Communication Methods 4
Resource Allocation 5
Plan Reviews and Updates 5
Appendix A: California Department of Education (CDE) Resource List 6
School Safety 6
Communication 6
Instruction and Assessment 6
Improved Access 6
Professional Learning 6
Student and Staff Well-Being 7
Support Services 7
Signatory Page 8

INSTRUCTIONAL CONTINUITY PLAN (ICP)

INTRODUCTION AND INTENT

The purpose of this Instructional Continuity Plan (ICP) is to ensure students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides decision-making guidelines to help Pacific Coast Academy (PCA) leadership team members in determining instructional methods, independent study compliance, communication protocols, and resource allocation for students. This plan should not be interpreted as finite due to the complex nature of emergency situations.

OBJECTIVES

- Support the physical and mental well-being of staff members, students, and families.
- Provide timely communication and updates to account for the safety of all staff members and students and determine their needs.
- Ensure all school partners have access to information, resources, and services to address their needs.
- Provide instruction as soon as possible to students through asynchronous and/or synchronous instruction.

DECISION-MAKING MATRIX FOR INSTRUCTION AND SERVICES

This table guides possible response decisions based on the nature and severity of the emergency situation:

Emergency Type	Primary Instructional Method	Independent Study Compliance	Communication Methods	Resource Allocation
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Parent Square	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.)
Public Health Emergency (Pandemic, Epidemic)	Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Parent Square, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.)
Power Outage	Paper-Based Instruction	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, Website Updates, Parent Square	Print Materials

INSTRUCTIONAL CONTINUITY AND COMPLIANCE

Pacific Coast Academy will provide full-day instruction to students as soon as possible following an emergency situation. PCA will enact remote, independent study learning within ten (10) school days following the emergency.

Instructional Preparedness and Professional Development

Pacific Coast Academy supplies students with Chromebooks and other instructional technology items that are maintained by our IT Department. All school-owned computers include software and protocols to maintain student safety. Students and families are families with our technology platforms and online learning resources, as they are an integral part of our independent study program during non-emergency schooling.

Independent Study Requirements

As an independent study charter school, our staff members, students, and families are familiar with our Independent Study Policy (available through the school website) and remote learning procedures. PCA will continue to comply with California Education Code (EC) § 51744, EC § 51747, and 5 C.R.R. § 11701 for independent study, including written agreements, synchronous and asynchronous instruction requirements, teacher credentialing requirements, and progress monitoring.

Materials, Supplies, and Technology Support

Pacific Coast Academy will facilitate the distribution of instructional materials necessary to support equitable access to independent study instruction. Materials distribution will function as it does during non-emergency situations.

Service Provision

Pacific Coast Academy will continue to provide access to services and support programs as available during non-emergency situations.

COMMUNICATION METHODS

PCA will provide communication to all staff members and families within five (5) instructional days following the emergency. PCA will account for all staff members and students, enabling school leadership to identify and provide for their needs.

Immediate Emergency Alerts

The PCA leadership team will support staff members, students, and families with access to emergency alert information through text and email messages, Parent Square announcements, school website updates, and social media platforms with multilingual and ADA support as feasible.

Family and Staff Updates

The PCA leadership team will follow the aforementioned communication methods to provide ongoing updates with multilingual and ADA support as feasible.

Student Engagement

Staff members will conduct regular check-ins with students through virtual platforms, phone, and email to ensure student engagement and minimize learning loss during the course of the emergency.

RESOURCE ALLOCATION

Technology and Learning Materials for Remote Learning

All PCA students will have access to instructional technology and other learning materials necessary for independent study. Such resources may include Chromebooks, Wi-Fi hot spots, curricular materials, and online learning tools.

Mental Health and Counseling Services

The PCA leadership team will provide staff members, students, and families with information regarding access to mental health resources, such as counseling availability, community outreach resources, digital tools, and crisis response teams, in coordination with state and local agencies and community partners.

PLAN REVIEWS AND UPDATES

PCA's leadership team and LCAP Advisory Committee members will review and update the ICP annually, in conjunction with the school's Comprehensive Safety Plan. Updates may reflect changes to state requirements, updated school resources, changing community needs and services, and/or technology advancements.

APPENDIX A: CALIFORNIA DEPARTMENT OF EDUCATION (CDE) RESOURCE LIST

SCHOOL SAFETY

- The CDPH Office of School Health Hub consolidates key resources and information to promote safe schools and mitigate the spread of communicable diseases. CDPH adds new information and resources to the site as needed.

COMMUNICATION

- The US Department of Education provides natural disaster support, guidance, and resources for educators and families.
- The Readiness and Emergency Management Technical Assistance Center (US Department of Education) has created a fact sheet to support schools and LEAs in forming partnerships and communicating with parents and guardians.

INSTRUCTION AND ASSESSMENT

- California's Digital Learning Integration & Standards Guidance will help educators in the effective implementation of technology to support learning.
- Educators should continue to use screening tools to monitor student progress.
    - Beginning in the 2025-26 school year and annually thereafter, LEAs serving students in grades KN, 1, or 2 shall screen students for risk of reading difficulties using the screening instrument or instruments adopted by their governing board. California Education Code (EC) §53008 and the CDE's Screening for Risk of Reading Difficulties FAQ page.

IMPROVED ACCESS

- The US Department of Education provides guidance and resources for teaching during emergency situations: Natural Disaster Support and Guidance.
- Pacific Coast Academy staff members will ensure the ICP meets the needs of our diverse student population:
    - Staff members will provide all accommodations documented in a student's Individualized Education Plan (IEP).
        - CDE guidance for supporting Special Education students with remote learning.
    - Staff members will use the CDE's English Learner Independent Study FAQs page to support the needs of multilingual students.

PROFESSIONAL LEARNING

- The California Educators Together website provides high-quality and relevant professional learning, lesson plans, and events to support CA educators.
- The CalHOPE Social-Emotional Learning (SEL) Community of Practice helps California's schools to

be leaders in supporting proactive and early intervention as we collectively respond to the social, emotional, and mental health needs of students, families, and educators.
    - Greater Good in Education: SEL Modules
    - The Basics of SEL Mini-Course
- The California Surgeon General's Office has created the Safe Spaces for Kids training module, designed to help individuals working with children and youth recognize and respond to signs of trauma and stress.
- The San Diego County Office of Education (SDCOE) offers integrated and thematic units of study to support students in grades K-12 during distance learning and/or independent study.
    - SDCOE also provides access to professional learning video tutorials for teachers at various grade-level bands.

STUDENT AND STAFF WELL-BEING

- The National Association of School Psychologists (NASP) has curated a collection of safety and school crisis resources to promote school safety and the ability of children and youth to cope with crisis events.
- The CDE offers a robust selection of resources to support social-emotional learning and well-being, including SEL support during distance learning and help for students in crisis.
- California's Department of Health Care Services (DHCS) provides free, safe, and confidential mental health support for young people and families through the following two mobile apps:
    - BrightLife Kids provides mental health coaching and resources for parents and guardians of children ages 0-12.
    - Soluna provides mental health coaching and resources for teens and young adults ages 13-25.

SUPPORT SERVICES

- The National Center for Homeless Education (NCHE) provides a series of briefs offering information to assist those displaced by disasters.
- School House Connection's "Lessons from Real Life" shares disaster response lessons and insights from McKinney-Vento Liaisons nationwide.
- The Food Research and Action Center (FRAC) is a non-profit organization aiming to improve the nutrition, health, and well-being of those facing poverty-related hunger. FRAC produced the Guide to Federal Nutrition Programs During Disasters to support families in acquiring food and nutrition support.

SIGNATORY PAGE

This Instructional Continuity Plan is complete and adopted. From this date forward, the Comprehensive Safety Plan review and adoption will be inclusive of this Plan.

Ben Fung School Board President	Date	Krystin Demofonte Executive Director	Date

Coversheet

2025-2026 Board Meeting Calendar

Section: III. Other Business
Item: D. 2025-2026 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: PCA 2025-26 Board Calendar_Rev 06.12.2025.pdf

Pacific Coast Academy

Board Meeting Calendar 2025-26

August '25

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

September '25

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October '25

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November '25

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December '25

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January '26

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February '26

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March '26

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April '26

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May '26

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June '26

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July '26

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Blue – Board Meeting Red – Due Date (See Appendix) Green – Holiday/No School

Appendix – Important Dates

August 2025

- August 14 @ 6pm – Board Meeting Presentation of Teacher Assignment Monitoring Outcomes (TAMO) Data
  - Information item

September 2025

- September 11 @ 6pm – Board Meeting
- September 15 – Unaudited Actuals Report (UAR) Due
- September 15 – EPA Actuals Due

October 2025

- No Board Meeting

November 2025

- No Board Meeting

December 2025

- December 11 @ 6pm – Board Meeting
- December 15 – Approve Audit From Previous Year
- December 15 – 1st Interim Report Due
- Report Math Placement Data

January 2026

- January 22 @ 6pm – Board Meeting
- Present LCAP Mid-Year Update
  - Information Item
- School Accountability Report Card (SARC) Approval
  - Voting Item
- Comprehensive School Safety Plan

February 2026

- No Board Meeting

March 2026

- March 12 @ 6pm – Board Meeting
- March 1 – Comprehensive School Safety Plan Due
- March 15 – 2nd Interim Report Due
- March 31 – Auditor Selection Due

April 2026

- No Board Meeting
- Form 700s Due

May 2026

- No Board Meeting
- Hold Public Meeting for the LCAP
  - Must be Presented Before the Governing Board Meeting
  - Information Item
- May 15 – 990 Report Due

June 2026

- June 02 @ 6pm – Board Meeting
- Approve LCAP
  - Voting Item
- Adopt Annual Budget and EPA Budget
- Local Indicators Presentation
  - Information Item
- Prop 28 Arts & Music in Schools Annual Report
  - Voting item

July 2026

- No Board Meeting

Review Annually

- Promotion, Retention, Acceleration Policy
- Fiscal Policy
- Compensation Policy
- Employee Handbook
- Parent Student Handbook
- English Learner Master Plan
- Memorandum of Understanding (MOU)

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 May 22, 2025

APPROVED

Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time
Thursday May 22, 2025 at 6:00 PM

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

Directors Present
Benjamin Fung, Jessica Ackermann, Kim Gill

Directors Absent
Eric Banatao, Rose Arevalo

Guests Present
Jennifer Faber (remote), Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Thursday May 22, 2025 at 6:02 PM.

B. Roll Call of Board Members

C. Local Control Accountability Plan (LCAP) Public Hearing

D. LCAP Public Hearing Opens

The LCAP public hearing opened at 6:03pm.

E. LCAP Presentation of the LCAP

F. Public Input on LCAP

There was no public comment on the LCAP.

G. Public Hearing Closes for LCAP

The Public Hearing for LCAP closed at 6:10pm.

H. Public Comments on the Board Meeting Agenda

There was no public comment.

I. Approval of the Agenda

Jessica Ackermann made a motion to approve the agenda.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

J. Executive Director Report

II. Finance

A. April Financial Report

Kim Gill made a motion to to approve approve the April Financial Report.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 2025-2026 Employee Benefits Proposal

Jessica Ackermann made a motion to approve the 2025-2026 Employee Benefits Proposal.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Resolution Regarding Employee Retention Stipends

Kim Gill made a motion to Approve the Resolution Regarding Employee Retention Stipends.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

D.

Update on Purchase and Sale Agreement (13915 Danielson St., Poway)

Kim Gill made a motion to Approve Purchase and Sale Agreement of 13915 Danielson St., Poway.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Update on Lease Agreement (13985 Stowe Dr., Poway)

Jessica Ackermann made a motion to Approve Lease Agreement of 13985 Stowe Dr., Poway.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approval of License and Use Agreement (Cristi Mamer, 192 N Plaza St., Brawley)

Jessica Ackermann made a motion to Approve the License and Use Agreement of 192 N Plaza St., Brawley.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Other Business

A. Field Trips

B. Resolution Regarding Implementation of the California Dyslexia Screener (SB 114)

Jessica Ackermann made a motion to Approve the Resolution Regarding Implementation of the California Dyslexia Screener (SB 114).
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Resolution in Opposition to Assembly Bill (AB) 84

Kim Gill made a motion to Approve the Resolution in Opposition to Assembly Bill (AB) 84.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. 2025-2026 Declaration of Need

Jessica Ackermann made a motion to Approve the 2025-2026 Declaration of Need.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Artificial Intelligence (AI) Policy

Kim Gill made a motion to Approve the Artificial Intelligence (AI) Policy.
Jessica Ackermann seconded the motion.
The board **VOTED** unanimously to approve the motion.

Pacific Coast Academy - Regular Scheduled Board Meeting Minutes - Wednesday, May 21, 2025 at 6:00 PM

F. 2025-2026 Board Meeting Calendar

Jessica Ackermann made a motion to Add the 2025-2026 Board Meeting Calendar to the June agenda.
Kim Gill seconded the motion.
This item will be added to the June agenda for further discussion.
The board **VOTED** unanimously to approve the motion.

G. Affirming of Board Members

Kim Gill made a motion to Affirm board members.
Jessica Ackermann seconded the motion.
The board approved the following:
Jessica Ackermann to continue as Secretary, Kim Gill to continue as CFO and Ben Fung to continue as President.
The board voted to also add this item to the June agenda for further discussion of board members that were not present at this meeting.
The board **VOTED** unanimously to approve the motion.

IV. Consent Agenda

A. Approve Minutes

Jessica Ackermann made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-13-25.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 2024-2025 Employee Handbook

C. 2025-2026 Staff Contract Template

D. 2024-2025 Compensation Policy and Stipend Chart

E. 2025-2026 Compensation Policy and Stipend Chart

F. 2025-2026 Staff Calendars

G. 2025-2026 Parent Student Handbook

H. Employee Expense Policy

I. 2025-2026 Promotion, Acceleration, and Retention Policy

J. Harassment, Discrimination, Intimidation, and Bullying Prevention Policy

Pacific Coast Academy Regular Scheduled Board Meeting Minutes - Wednesday, May 22, 2025 at 6:00 PM

K. Suspension and Expulsion Policy

L. Expenses

M. Invoices over 100,000

N. Approve Consent Agenda

Jessica Ackermann made a motion to Approve the Consent Agenda.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Closed Session

A. Employee Performance Evaluation: Executive Director § 54957(b)

The board members moved into closed session at 8:25pm. The board moved out of closed session at 9:09pm. In open session, the board read out the Executive Director Contract, Salary, and Fringe Benefits.

VI. Closing Items

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

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:11 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

address the board, those individuals are granted twice the allotted time. When the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at (619) 749-1928 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 Employee Handbook

Section: IV. Consent Agenda
Item: B. 2025-2026 Employee Handbook
Purpose:
Submitted by:
Related Material: PCA 2024-25 Employee Handbook_Rev 05.23.25_RED 6.06.2025.pdf

Pacific Coast Academy

Employee Handbook

~~2024-25~~ 2025-26

TABLE OF CONTENTS

SECTION 1 – WELCOME 6
SECTION 2 – GENERAL 7
SECTION 3 – PHILOSOPHY 8
CORE PURPOSE 8
CORE VALUES 8
PERMISSION-TO-PLAY VALUES 8
STRATEGIC ANCHORS 8
SCHOOLWIDE LEARNER OUTCOMES 8
SECTION 4 – EMPLOYMENT 10
EMPLOYMENT APPLICATIONS 10
AT WILL EMPLOYMENT 10
EQUAL EMPLOYMENT OPPORTUNITY 10
HARASSMENT 11
TITLE IX 15
TRAINING REQUIREMENTS 16
WHISTLEBLOWER POLICY 16
OPEN COMMUNICATION POLICY 17
LACTATION ACCOMMODATION POLICY 17
PUBLIC RELATIONS 18
SECTION 5 – THE EMPLOYMENT PROCESS 19
EMPLOYEE STATUS AND CLASSIFICATIONS 19
WORK SCHEDULES 19
SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS 20
REMOTE WORK POLICY 20
ATTENDANCE AND PUNCTUALITY 23
PROFESSIONAL DEVELOPMENT 23
TIME RECORDS (NON-EXEMPT EMPLOYEES) 24
WORKWEEK AND WORKDAY 24
OVERTIME 25
OFF THE CLOCK WORK 25
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES) 25

PAYDAYS 27
OVERPAYMENT OF WAGES 27
PAYROLL WITHHOLDINGS 28
SECTION 6 - CONDITIONS OF EMPLOYMENT 29
IMMIGRATION LAW COMPLIANCE 29
CREDENTIAL REQUIREMENTS 29
TUBERCULOSIS RISK ASSESSMENT OR TEST 29
CRIMINAL BACKGROUND CHECK 30
CHILD ABUSE AND NEGLECT REPORTING ACT 30
PERSONNEL FILES 31
CHANGES IN EMPLOYEE INFORMATION 31
SECTION 7 – PERFORMANCE 33
PERFORMANCE EVALUATIONS 33
SECTION 8 – LEAVES 34
FAMILY MEDICAL LEAVE ACT 34
CALIFORNIA FAMILY RIGHTS ACT (“CFRA”) 35
PREGNANCY DISABILITY LEAVE 37
MILITARY SPOUSE LEAVE 39
WORKERS’ COMPENSATION LEAVE 39
BEREAVEMENT AND REPRODUCTIVE LOSS LEAVE 39
JURY DUTY AND WITNESS LEAVE 40
TIME OFF TO VOTE 40
SCHOOL ACTIVITIES LEAVE 40
SCHOOL APPEARANCE/SUSPENSION LEAVE 41
CRIME VICTIM LEAVE 41
MILITARY LEAVE 44
ADULT LITERACY LEAVE 44
ORGAN DONOR / BONE MARROW DONOR LEAVE 44
DRUG & ALCOHOL REHABILITATION LEAVE 45
VOLUNTEER CIVIL SERVICE LEAVE/TRAINING 45
CIVIL AIR PATROL LEAVE 46
STAFF OUT OF COUNTRY, STATE, OR SERVICE AREA 46
SECTION 9 – BENEFITS 48

SCHOOL HOLIDAYS 48
PAID TIME OFF (PTO) 49
SICK LEAVE 51
COBRA BENEFITS 53
SOCIAL SECURITY/MEDICARE 54
PENSION2 403(B) AND 457(B) 54
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 54
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 54
WORKER'S COMPENSATION INSURANCE 55
RETURN-TO-WORK POLICY 55
UNPAID LEAVE 56
SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY 58
COMMUNICATIONS POLICY 58
SOCIAL MEDIA AND VIDEO CONFERENCING POLICIES 61
EQUIPMENT POLICY 64
CELL PHONE POLICY 65
NO SOLICITATION/DISTRIBUTION POLICY 65
ANTI-NEPOTISM POLICY 67
BUILDING SECURITY/SCHOOL KEYS 69
INTERNAL INVESTIGATIONS & SEARCHES 69
VIOLENCE IN THE WORKPLACE 69
SECTION 11 – STANDARDS OF CONDUCT 71
PERSONAL STANDARDS 71
STAFF-STUDENT INTERACTIONS 73
CUSTOMER & PUBLIC RELATIONS 75
STANDARDS OF CONDUCT AND CIVILITY 75
CIVILITY 76
PROHIBITED CONDUCT 76
CONFIDENTIAL INFORMATION 77
CONFLICTS OF INTEREST 78
POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL 79
EXPENSE REIMBURSEMENT POLICY 80

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS 80
SECTION 12 – SAFETY 82
SUBSTANCE AND ALCOHOL POLICY 82
SMOKING 84
SECURITY 84
VIDEO SURVEILLANCE FOR DANIELSON STREET OFFICE 84
PARKED VEHICLES 84
PERSONAL AUTOMOBILE 85
PERSONAL PROPERTY 85
SAFETY POLICY 85
ERGONOMICS 85
CHEMICAL EXPOSURE WARNING 85
SECTION 13 – TERMINATION 86
VOLUNTARY TERMINATION 86
INVOLUNTARY TERMINATION 86
RETURN OF SCHOOL MATERIALS & RESTITUTION POLICY 86
EXIT INTERVIEWS 86
VERIFICATION AND REFERENCE POLICY 86
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT 88

SECTION 1 – WELCOME

Welcome to Pacific Coast Academy!

We are happy to have you join us at Pacific Coast Academy (PCA or School). We believe our School is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of PCA, its personnel policies and procedures, and your benefits as a PCA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No PCA guideline, practice, manual or rule may alter the “at-will” status of your relationship with PCA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, PCA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever PCA determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at PCA.

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at PCA.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other PCA document confers any contractual right, either express or implied, to remain in PCA's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by PCA or you may resign for any reason at any time.

No supervisor or other representative of PCA except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

PCA exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish PCA from other schools:

- Mentoring – to inspire students to forge their paths in the world
- Passionate – to strive for excellence
- Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, PCA will use the following two strategic anchors to inform every decision the School makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication

SCHOOLWIDE LEARNER OUTCOMES

At Pacific Coast Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our School culture: they reflect our School vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast Academy's Students are:

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

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. Certificated applicants are required to provide prospective employers with a complete list of every local educational agency by which the applicant had been employed. Failure to provide a complete and accurate list, or receipt by the School of information from a prior employer, may result in exclusion of the individual from further consideration for employment, or if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and PCA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, PCA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director of PCA with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict PCA’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

PCA is an equal opportunity employer. In accordance with applicable law, PCA prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ethnicity (including ethnic group identification and ethnic background), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use

or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, refusal to participate in an employer-sponsored meeting(s) or employer communications, the purpose of which is to communicate the employer's opinion about religious or political matters, or any other consideration protected by applicable law, or a combination of any of those characteristics. These categories include a perception that the individual has any of these characteristics or a combination thereof is associated with a person who has (or is perceived to have) any of these characteristics or a combination thereof. PCA will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, PCA will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to PCA. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation they need to perform the job. PCA will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of PCA to ensure equal employment opportunity without harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

PCA prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to PCA (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or School-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual
    - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment

What Is Abusive Conduct/Workplace Bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
    - Use of derogatory remarks, insults and/or epithets.
    - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt School operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy: harassing another employee for filing a complaint:, denying employment opportunities; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All PCA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

PCA encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, PCA encourages individuals who believe they are being subjected to such conduct to promptly advise the offender their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. PCA recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. PCA is serious about enforcing its policy against harassment; however, PCA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to PCA's attention so it can take whatever steps are necessary to correct the problems.

All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to their immediate supervisor, the Executive Director, or Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

PCA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

PCA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with PCA's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including

termination.

During the investigation, PCA will provide regular progress updates, as appropriate, to those directly involved. PCA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

PCA may investigate conduct in the absence of a formal complaint if PCA has reason to believe that an individual has engaged in conduct that violates PCA policies or applicable law. Further. PCA may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which PCA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as PCA believes appropriate under the circumstances. Due to privacy protections, PCA may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. PCA will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of PCA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Civil Rights Department (“CRD”) or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and, http://www.calcivilrights.ca.gov respectively.

TITLE IX

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events or

circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is the Director of Special Programs, Phone: (619) 215-0704, email: schoolsupport@pacificcoastacademy.org.

TRAINING REQUIREMENTS

PCA requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

PCA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of PCA policy, specifically the policies contained in PCA's Employee Handbook.

An employee who wishes to report a suspected violation of law or PCA Policy may do so by contacting the Executive Director, Deputy Executive Director, or Human Resources.

PCA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of PCA policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Deputy Executive Director, or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of PCA's administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. PCA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our School and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. PCA is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. PCA will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

PCA provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes they have been retaliated against it should be reported immediately to their supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at PCA and will be handled in accordance with PCA's policy on discrimination and harassment.

If any employee believes they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of PCA and its interest in our School will be formed in part, by PCA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, PCA, and our School's services.

Below are several things employees can do to help leave people with a good impression of PCA. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each PCA employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 35 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 35 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a "Certificated employee" or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators and work according to specified days on their board approved staff calendar.

Classified Employee

Classified Employees include those employees hired by PCA that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate

the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

PCA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities

- Teachers may be assigned a "Virtual Class" or "Virtual Classes."
- Teachers are provided, at PCA's expense, a computer capable of maintaining a high-speed internet connection for their entire virtual class.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. by internet and/or phone.
- Teachers must be available to conduct virtual classroom sessions as assigned during the school day.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.
- Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual School required record keeping and reporting.

Training

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard PCA protocols and procedures.

Worksites

Most classes will be held virtually. Teachers may work from home.

REMOTE WORK POLICY

The conditions of remote work include, but are not limited to the following:

Employee Expectations

Availability

As a condition of working on a remote basis, the employee must be available for contact via telephone and email and perform work during their normal scheduled hours. For designated meetings and as requested by the supervisor, staff will be required to have their cameras on, be engaged in the conversation, and be prepared to respond when asked. Unless expressly authorized by their supervisor, non-exempt employees do not have permission to work at any time outside of their scheduled hours. If an employee will not be available for work during their normal hours, the employee must notify and obtain advanced approval from their supervisor.

Timekeeping Requirements

Non-exempt employees working remotely must comply with the School's timekeeping and meal and rest period policies while working remotely. Specifically, employees must accurately record all hours worked remotely in the School's timekeeping system. This means employees must record all times the employee begins, stops, or resumes working remotely. Non-exempt employees are also required to take a meal period while working remotely in accordance with School policies and must accurately record the start and stop times of each meal period. Employees are not required to record the times of any rest periods. If an employee forgets to record any hours worked or the start and stop times of meal periods or experiences any issues with taking required meal or rest periods, the employee must immediately report these issues to their supervisor and Human Resources.

Compliance With School Policies

Employees must comply with all School policies and procedures while working remotely, including, but not limited to, all policies and procedures governing Employee's use of the School's electronic communications and computer systems and Confidential Information, including but not limited to student information.

Leave of Absence

Employees must request and obtain written approval for any leave taken in the same manner as though the employee were not working remotely.

Security Measures

Employees must continue to follow approved safeguards in order to protect the data, property, records and assets of the School. All work product done at the home work area will be treated in the same manner as work product from the School's primary location and is the property of the School. All records, computer files, and correspondence must be safeguarded for return to the School's primary location. Computer files must be regularly backed up and saved. All School property, unless otherwise specifically authorized by a supervisor, must be returned to the School's primary location upon the employee's conclusion of the remote work period. Employee is expected to ensure the protection of student and personnel privacy concerns, including, but not limited to ensuring that no private student information requiring protection by FERPA is disclosed to third parties without the parent's/guardian's consent, protecting School computers from access by third persons, keeping confidential information in locked

cabinets and any other protective measures in light of your particular position.

Travel

Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.

Remote work is not a substitute for dependent care. Employees shall remain available during agreed upon work hours to work for the School.

Workspace Safety

- While working from home, Employee shall maintain a clearly defined workspace that is kept clean, orderly and free from hazardous conditions.
- The work area shall have adequate light so the Employee may successfully perform the requirements of the Employee's job.
- All exits from the worksite shall be free from obstructions.
- All equipment used by Employee (both School provided and Employee owned) shall be in good working condition.
- Employee's desk, chair and other equipment are appropriately designed and arranged to eliminate strain on all parts of the body. Employee shall indemnify Employer for any injury to third parties at the teleworking location.
- If the Employee is injured while performing work in the course of scope of Employee's employment with the School while working at home, Employee shall notify the Employee's supervisor immediately. During work hours and while performing work functions in the designated work area of the home, Employee is covered by worker's compensation, only during agreed upon work hours.

Equipment, Tools, and Materials

- School will supply Employee with necessary office supplies to perform the Employee's job. School will not reimburse Employee for any additionally purchased supplies without the prior written consent of the Employee's supervisor.
- Employee acknowledges that all School provided equipment and tools required for Employee to perform that Employee's job remain the property of the School. The School will provide for repairs to School equipment and tools only. The Employee is responsible for repairs to any Employee-owned equipment or tools used by Employee. The Employee is financially responsible for School owned equipment and tools if any are lost, stolen or damaged because of that employee's intentional conduct, gross negligence, misuse or abuse.
- No one other than Employee shall use any School provided equipment or tools for any purpose and Employee shall only use School provided equipment and tools for business purposes.
- Within three (3) days of written notice, Employee must return School owned equipment for inspection, repair, replacement, or repossession.
- If the Employee's employment is terminated, Employee agrees to return all School owned

equipment, tools and materials to School within 48 hours of receiving a shipping label or ability to drop off at a School site.

Miscellaneous

- An employee's ability to work remotely remains at the sole and absolute discretion of the School. As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion.
- Unless otherwise required by law, remote working is voluntary.
- Employee understands that Employee is responsible for tax consequences, if any, of this arrangement.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other School sponsored training that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action. Mandatory professional development or other mandatory staff meetings that are missed are required to be made up

by the employee at the School's sole discretion and at a time scheduled solely in the School's discretion. Failure to participate in mandatory professional development or other mandatory staff meetings may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

PCA will pay hourly employees for attendance at mandatory training, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of PCA's normal business hours with no additional pay, including missed professional development or other mandatory staff meetings.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e., Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees will be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time each work period began and ended, and the meal periods taken. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or School leadership. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources. Submission of your electronic timecard indicates you have certified the hours entered are accurate and you have adhered to all policies and procedures.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

WORKWEEK AND WORKDAY

PCA's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. PCA's standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

PCA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 11:59 a.m. The supervisor may schedule the employee's meal periods. The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form. This needs to be completed in advance or immediately as the situation occurs, but in no event after the meal period has been missed. If you are a part-time employee who consistently works 5-6 hours a day and would like to waive your meal break on a regular basis, please note that you will have to fill out a new form every 90 days to continue to waive your meal break. Reach out to HR to receive a copy of the "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and

complete a “Second Meal Period Waiver” form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1, 30-minute meal period
Over 10 hours to 14 hours	2, 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately. The meal period must be accurately recorded on the employee’s timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. The meal period must be accurately recorded on the employee’s time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Non-Exempt Employee Meal Waiver Agreement. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their supervisor on the same workday

they experienced the non-compliant meal or rest period. If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor 32 asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the noncompliant meal or rest on the Non-Exempt Employee Meal Period Waiver Agreement, or to Human Resources. Non-Exempt Employee Meal Period Waiver Agreement.

PAYDAYS

Employees are paid semi-monthly on the 10th and 25th of the month in accordance with the School’s payroll schedule. The Payroll Coordinator or designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by PCA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from their supervisor or Human Resources as soon as possible.

OVERPAYMENT OF WAGES

If the School determines a wage overpayment has been made to a School employee, the School will notify the employee of the overpayment in writing, afford the employee an opportunity to respond before commencing recoupment actions and provide the employee with notice of the employee’s rights if the employee disputes the existence or amount of the overpayment. Reimbursement shall be made to the School through one of the following methods mutually agreed to by the employee and the School:

- Cash payment or cash installment payments.
- Installment payments through payroll deduction covering at least the same number of pay periods in which the error occurred. When overpayments from the School have occurred for more than one year, the employer may require full repayment from the employee through payroll deductions over the period of one year.
- The adjustment of appropriate leave credits, provided that the overpayment involves the accrual or crediting of leave credits such as vacation leave. Any errors in sick leave balances shall only be adjusted with sick leave credits.

Installment payment amounts deducted from an employee's salary or wages shall not exceed the amounts specified in California Code of Civil Procedure section 706.050. The deductions shall not result in an employee making less than the minimum wage for that payroll period.

Absent mutual agreement on a method of reimbursement, the School will proceed with recoupment by installment payments as provided in bullet (2) above.

If an employee is separated from employment before full repayment of the overpayment amount owed, the School may deduct an amount sufficient to provide full repayment from any money owed to the employee upon separation. If the amount of money owed to the employee upon separation is insufficient to provide full reimbursement to the School, the School shall have the right to exercise any and all other legal means to recover the additional amount owed.

PAYROLL WITHHOLDINGS

PCA is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, PCA must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions, PCA will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, they should ask Human Resources to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

PCA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with PCA within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide evidence of your credential including EL Authorization, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, the School reserves the right to suspend the teacher without pay until the teacher's credential is valid, or release the teacher from at-will employment as necessary. Employees' credentials must show as valid on the California Commission on Teacher Credentialing (CTC) website by the Friday before the credential is set to expire. Employees whose credential has expired will not be permitted to report to work, and will be placed on unpaid leave in increments of five (5) work days. For example, if an employee's credential expires on Tuesday, March 7, the credential renewal would need to appear as valid on the CTC website by Friday, March 3. If the employee does not have their credential showing on the CTC website as valid by Friday, March 3, the employee will be placed on unpaid leave for March 6-10. The credential appearing as valid/renewed during the 5-day unpaid leave period does not cancel the 5-day unpaid leave period.

TUBERCULOSIS RISK ASSESSMENT OR TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current

physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file. As a condition of continued employment, all employees will be required to present evidence once every four (4) calendar years that they are free from active tuberculosis. Employees shall be required to provide TB clearance to Human Resources no later than the last Friday business day prior to the expiration date of their current TB clearance. Employees whose TB clearance has expired will not be permitted to report to work, and will be placed on unpaid leave in increments of five (5) work days. For example, if an employee's TB clearance expires on Tuesday, March 7, the TB clearance would be due to HR by Friday, March 3. If the employee does not submit the TB clearance to HR by Friday, March 3, the employee will be placed on unpaid leave for March 6-10. Turning in the TB clearance during the 5-day unpaid leave period does not cancel the 5-day unpaid leave period.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

Applicants and employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with the School.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

EMPLOYMENT BACKGROUND CHECK

All certificated applicants are required to provide the School with a complete list of every local educational agency (LEA) for which the applicant has previously been an employee for an employment background check. If a certificated employee applicant has been offered a position with the School before all LEAs have responded, any position offered is conditional until the applicant has successfully passed the employment background check. An applicant that was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct as defined in Education Code section 44932(a)(1) that was required to be reported to the Commission on Teacher Credentialing may not be hired for a certificated position with the School and any conditional position offered will be revoked. After reviewing the employment background check results, the School will notify the applicant that the conditional job offer has become final or notify the applicant that the job offer has been revoked because of the results of the employment background check.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as

soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that PCA's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without PCA's assistance, they are required to notify PCA of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with PCA.

All employees that are mandated reporters are required to participate in approved mandated reporter training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the School using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion. If the employee attends a training not offered by the School, and the training does not also provide training on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, the employee is required to provide proof that the employee has received this additional training within the timelines identified above.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by PCA. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal

information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Staff will be evaluated annually or every other year per the Evaluation Policy.

Staff will meet with their direct supervisor annually to establish and review goals for the school year.

Any transfers between job titles are always at the discretion of the School and may require an interview and application. Changing positions in the School is not a guarantee. Any transfers while on a Performance Improvement Plan (PIP) will not be recommended. A PIP will follow the employee to the new position and the next school year, if applicable.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.
- The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition."
- The "serious health condition" of the employee.
- The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a

single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning or would like to submit a request for a family and medical leave of absence, please contact Human Resources. In some instances, FMLA leave and CFRA leave run concurrently and in some instances they do not. FMLA runs concurrently with Pregnancy Disability Leave, while CFRA does not.

CALIFORNIA FAMILY RIGHTS ACT ("CFRA")

Employees may be eligible for CFRA leave only if the School has 5 or more employees for each working day during each of the 20 or more calendar workweeks in the current or preceding calendar year. Eligible

employees may request a CFRA leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the CFRA leave of absence.

Ordinarily, you must request a planned CFRA leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A CFRA leave may be taken for the following reasons:

- The birth of an employee's or a domestic partner's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth, adoption or placement of the child.
- The care of the employee's spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person with a "serious health condition."
- The "serious health condition" of the employee; or
- The qualifying exigency related to covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

The definition of child includes any adult child, regardless of the child's age or dependency status.

The definition of "designated person" includes any individual related by blood or association with the employee that is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests leave. Employees are limited to one designated person per 12-month period for family care and medical leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under bullet (2) above only if due to a serious health condition, your spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under bullet (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much CFRA leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as

CFRA will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law. Intermittent leave for baby bonding should be limited to 2-week increments but the School will permit up to 2 requests for intermittent leave in less than 2-week increments.

You will be required to use any accrued vacation during unpaid CFRA leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid CFRA leave that is due to your own serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved CFRA leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning a CFRA leave, or would like to submit a request for a CFRA leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor and Human Resources at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave (e.g., any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or domestic partner is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT AND REPRODUCTIVE LOSS LEAVE

PCA provides employees who have been employed by PCA for at least 30 days prior to the commencement of leave up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of a family member. PCA provides 2 additional unpaid days of leave due to the death of a family member. If an employee has paid sick leave or personal time, the employee may use that time during the unpaid leave. If the eligible employee travels more than 500 miles for bereavement leave, PCA will provide the 2 additional days of leave with pay. This includes a parent (including an in-law and stepparent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. Bereavement leave may be taken intermittently, but the leave shall be completed within three months of the date of death of the family member. PCA reserves the right, in its sole discretion, to request documentation of the death of the family member, so long as the request is made within 30 days of the first day of leave.

Bereavement leave may also be used for covered reproductive loss events as defined in statute. If an employee experiences more than one reproductive loss event within a 12-month period, the employee may not take more than 20 days within a 12-month period. Leave taken for reproductive losses must be completed within three months of the event entitling the employee to that leave, unless the employee is on other leave provided under state or federal law. In that case, the employee shall complete the reproductive loss leave within three months of the end of the other leave. Reproductive loss leave may be nonconsecutive.

JURY DUTY AND WITNESS LEAVE

All employees who receive a notice of jury duty (for an inquest jury or trial jury) or a subpoena or other court order for appearance in court or other judicial proceeding must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees may be required to provide a copy of the official jury duty notice or subpoena/court order to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Eligible employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise. The employee may be required to prove they are a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year.
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor.
- If the School employs both parents, the first employee to request such leave will receive the time

off. The other parent will receive the time off only if the leave is approved by their supervisor.

- Employees must use existing PTO in order to receive compensation for this time off.
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed childcare/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's communication, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

The law provides the right for employees to take a leave of absence if the employee is a victim of a qualifying act of violence or if a family member is a qualifying act of violence under the rules described below.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime: domestic violence, sexual assault; stalking, an act, conduct, or pattern that includes any of the following: 1) in which an individual causes bodily injury or death to another individual, 2) in which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon, with respect to another individual, 3) in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

For purposes of this policy, a "family member" means a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner, as those terms are defined in Government Code section 12945.2, or designated person. Designated person means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. An employee is limited to one designated person per 12-month period for leave.

Leave may be taken for the following reasons:

- Any employee may take leave to appear in court to comply with a subpoena or other court order

as a witness in any judicial proceeding.

- An employee victim , or an employee with a family member victim, may take time off to obtain or attempting to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the employee victim, the employee's child(ren), the family member who is a victim or their family member.
- An employee victim, or employee who has a family member who is a victim, to seek, obtain or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence (up to 12 weeks).
- An employee victim, or employee who has a family member who is a victim, to seek, obtain or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, to seek, obtain or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, to participate in safety planning and take other actions to increase safety from future qualifying acts of violence.
- An employee victim, or employee who has a family member who is a victim, to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- An employee victim, or employee who has a family member who is a victim, to provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, to seek, obtain, or assist a family member to see or obtain civil or criminal legal services in relation to the qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

As a condition of taking time off for the purposes set forth above, the employee shall give the School reasonable advance notice of the employee's intention to take time off, unless the notice is not feasible.

When an unscheduled absence occurs, the School shall not take any action against the employee if the employee, within a reasonable time after the absence, provides a certification to the School upon request of the School. Documentation may be from any of the following:

- A police report indicating that the employee or family member of the employee was a victim.
- A court order protecting or separating the employee or family member of the employee from the perpetrator of a qualifying act of violence, or other evidence from the court or prosecuting

attorney that the employee or family member of the employee has appeared in court.

- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee or family member of the employee was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or
- Any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible.

This leave is unpaid but the employee may choose to use available sick, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

The School will provide a reasonable accommodation for an employee who is a victim or whose family member is a victim of a qualifying act of violence who requests an accommodation for the safety of the employee while at work. A reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, permission to carry a telephone at work, changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or another qualifying act of violence that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence, or referral to a victim assistance organization.

The School is not required to provide a reasonable accommodation to an employee who has not disclosed the employee's status, or the employee's family member's status, as a victim. The School will engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations. In looking at reasonable accommodations, the School will consider an exigent circumstance or danger facing the employee or their family member. The School is not required to undertake an action that constitutes an undue hardship on the School's business operations.

If circumstances change and an employee needs a new accommodation, the employee shall request a new accommodation from the School. Upon receiving the request, the School will engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations.

If an employee not longer needs an accommodation, the employee shall notify the School that the accommodation is no longer needed.

Certifications

The School may request an employee requesting a reasonable accommodation to provide the School with a written statement signed by the employee (or the employee's representative) certifying that the accommodation is for a purpose authorized by this policy. The School may also request certification from an employee requesting an accommodation pursuant to this policy demonstrating the employee's status, or the employee's family member's status, as a victim. If a certification is requested, the School may request recertification of an employee's status, or an employee's family member's status, as a victim, or ongoing circumstances related to the qualifying act of violence, every six months after the date of the previous certification. Any certifications provided shall be maintained as confidential by the School and not disclosed except as required by federal or state law.

An employee may use vacation, personal leave, or paid sick leave (as applicable) that is otherwise available to the employee under the applicable terms of employment.

If the employee is a victim of a qualifying act of violence, the maximum total leave time may be 12 weeks. If the employee's family member is the victim of a qualifying act of violence, the employee may take 5 days off for purposes related to relocation, and may take 10 days off, unless the family member victim is deceased, in which case the employee may take up to 12 weeks of leave. Leave taken under this policy runs concurrently with any leave taken under FMLA and CFRA, and does not provide the employee with a right to leave that exceeds that provided under FMLA.

MILITARY LEAVE

California's military leave laws, and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days

of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

PCA will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts PCA's right to discipline an employee, up to and including termination of employment, for violation of PCA's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your available sick, and/or PTO if you

wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

PCA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with PCA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

STAFF OUT OF COUNTRY, STATE, OR SERVICE AREA

Pacific Coast Academy is authorized to serve students in the counties of San Diego, Orange, Riverside, and Imperial. Pacific Coast Academy's primary service area is San Diego County.

Non-Teaching staff will be allowed to live outside the State of California, but within the United States of America, with the express written prior permission of Pacific Coast Academy. Homeschool Teachers need to live in areas where students are served unless granted prior permission.

Homeschool Teachers must live in Pacific Coast Academy's primary service area unless granted prior written permission from the Executive Director. Counselors, itinerant teachers, special education assessors, job coaches, and paraprofessionals must live in one of the School’s authorized counties of service unless granted prior written permission from the Executive Director. Staff without HST rosters or counseling rosters or serving as an itinerant teacher, special education assessor, job coach, or paraprofessional may be allowed to live outside of the School’s primary service area. If an employee lives and/or moves outside of the School's serviced counties travel to School events within the School’s primary service area that are part of the employee’s job description will be considered commute time and not reimbursed by the School unless otherwise approved in advance in writing by the Executive Director.

In order for Pacific Coast Academy to grant permission, the employee will be required to continue to attend all in person meetings. This includes but is not limited to student meetings, staff meetings, School events, required field trips, testing etc.

Any travel from the employee's residence to Pacific Coast Academy's office in Poway, California is considered to be commute time and will not be reimbursed by Pacific Coast Academy since the employee's place of residence is the employee's choice and for the employee's sole benefit.

The employee will be required to check in at the Poway, California office on any day where the employee attends in person meetings (student meetings, staff meetings, School events, required field trips, testing, etc.) Any missed in person meeting will need to be taken as sick/ vacation or unpaid leave.

Employees are not allowed to perform any work for Pacific Coast Academy while the employee is located outside of the United States of America unless given prior written permission by the Executive Director, or in the case of the Executive Director, the Board of Directors. Any unapproved time taken outside of the United States of America will be taken as vacation leave or unpaid time off, but sick leave may not be used for time taken outside of the United States of America unless otherwise protected by law, such as, but not limited to FMLA.

Any dispute arising out of the employment context between Pacific Coast Academy and the employee will be filed in a court of competent jurisdiction located in San Diego County or with an arbitrator in accordance with an arbitration agreement located in San Diego County and in accordance with the laws of the state of California without regard to conflict of laws principles.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes the following holidays during the year:

- Independence Break
- Labor Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- Presidents' Break
- Spring Break
- Memorial Day
- Juneteenth

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- Paid time off at the Supervisor's request/approval
- Due to closure of Schools because of inclement weather

- Qualified use of Paid Sick Leave with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved paid time off
- Or as required by law

PAID TIME OFF (PTO)

Full-time 12 month classified employees and certificated directors, and administrators are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. ~~All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.~~

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses their discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

Full-time, regular Administrative/Classified employees (12-month employees) accrue ten (10) paid vacation days per year. Vacation days are accrued at a rate of 6.667 hours) per month. Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents themselves from work for part or all of a workday, they will be required to use available PTO to make up for the absence.
- In the event a non-exempt employee has exhausted their PTO, any additional time off must be approved by their supervisor and will be taken without pay.

  In the event an exempt employee requests to take an entire day off but does not have enough PTO to cover the entire time off, the time off must be approved by their supervisor and the entire day will be taken without pay. However, if the exempt employee works part of the day and has enough PTO to cover the remaining portion of the day, they will receive pay for the entire day.

- Any employee who misses three (3) consecutive days of work without notice to their supervisor

may be deemed to have abandoned their job and voluntarily resigned from employment.

- Any employee who converts from full-time to part-time status (less than 35 hours/week) will no longer be eligible for PTO. All accrued PTO will be paid out on the paycheck following the conversion.
- Upon separation of employment, eligible employees will be paid their accrued, but unused PTO based on their date of separation and their regular rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

Full-time 10 and 11 month certificated employees are entitled to personal time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Your supervisor uses their discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

PTO hours are accrued based on the chart below:

Workdays per Position	**Start Date**									
	7/1-8/31	**9/1-9/30**	**10/1-10/31**	**11/1-11/30**	**12/1-12/31**	**1/1-2/28 or 29**	**3/1-3/31**	**4/1-4/30**	**5/1-5/31**	**6/1-6/30**
191, 196, & PT Staff	4	3	2	1	0	4	3	2	1	0
199, 201,206 & 212	8	6	4	2	0	8	6	4	2	0

PTO hours will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- PTO time may be taken in minimum increments of .25 hours.
- In the event an exempt employee requests to take an entire day off but does not have enough PTO to cover the entire time off, the time off must be approved by their supervisor and the entire

day will be taken without pay. However, if the exempt employee works part of the day and has enough PTO to cover the remaining portion of the day, they will receive pay for the entire day.

- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned their job and voluntarily resigned from employment.
- Any employee who converts from full-time to part-time status (less than 35 hours/week) will no longer be eligible for PTO. All accrued PTO will be paid out on the paycheck following the conversion.
- PTO is not rolled over from one year to the next. Therefore, at the end of each school year, or upon separation of employment, eligible employees will be paid their accrued, but unused PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap as set forth in this policy.

Limits on Use

PSL may be taken in minimum increments of 2 hours. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Permitted Use

Eligible employees may use their allotted PSL as follows:

- To take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee, the employee's family member or a designated person.
- For an employee who is a victim, or whose family member is a victim, as defined by law, the purposes described in Government Code section 12945.8(a)(3) or (b).
- To aid or care for a guide dog, signal dog, or service dog, as those terms are defined by Civil Code section 54.1, of the employee, employee's family member, or the person designated by the employee as identified below.
- If the employee's place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or childcare

provider is closed by order of a public official due to a public health emergency.

- For purposes related to donating the employee's bone marrow or an organ of the employee to another person or to care for or assist a person for purposes related to that person's donating bone marrow or an organ to another person.
- For family emergencies, employees may use up to 2 sick leave days per school year.
- For covered reproductive loss events as defined in statute. If an employee experiences more than one reproductive loss event within a 12-month period, the employee may not take more than 20 days within a 12-month period. Leave taken for reproductive losses must be completed within three months of the event entitling the employee to that leave, unless the employee is on other leave provided under state or federal law. In that case, the employee shall complete the reproductive loss leave within three months of the end of the other leave. Reproductive loss leave may be nonconsecutive.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling, a designated person, the child or parent of a spouse of the employee or those related to the employee by blood or affinity equivalent to a family relationship. "Child" means a biological child, a foster child, an adopted child, a stepchild, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a stepparent, or a legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child. "Spouse" means a legal spouse as defined by California law. "Designated person" means a person identified by the employee at the time the employee requests paid sick days. The employee may only designate one person per 12-month period for sick days.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual

PSL days are accrued as set forth below to eligible employees:

All employees that have worked within California for 30 days are eligible employees that will be awarded PSL beginning on their first day of employment in accordance with the details below:

Workdays per Position	Start Date									
	7/1-8/31	9/1-9/30	10/1-10/31	11/1-11/30	12/1-12/31	1/1-2/28 or 29	3/1-3/31	4/1-4/30	5/1-5/31	6/1-6/30
191, 196, & PT Staff	24	18	12	6	3	24	18	12	6	3
199, 201, ~~&~~ 206, & 212	32	24	16	8	4	32	24	16	8	4
228	40	30	20	10	5	40	30	20	10	5

NOTE: Prorated amounts are determined by the percentage available to work during the remainder of the semester.

All employees shall accrue 24 hours by the employee's 120th day of employment and 40 hours by the employee's 200th day of employment.

Carry Over and Caps on Accrual

The maximum amount of PSL that an employee may accrue is 80 hours for the school year. Carry over into the next year is subject to a cap of 18 days or 144 hours for full-time employees. An employee will be awarded the number of hours from the above chart at the start of each semester based on their time of service unless they have already met the cap of 144 hours. Once the maximum accrual is reached, employees stop accruing until the next semester frontload and the amount of accrued sick leave is below 144 hours. Accrued and unused sick leave carries over from year to year, subject to the 144 hour accrual cap. At no time may an employee accrue more than 144 hours. Part-time employees will be capped at 80 hours.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. In the event that three (3) or more consecutive work days of sick leave are used, an employee must provide medical clearance to return to work.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under PCA's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at PCA group rates plus an administration fee. PCA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under PCA's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

PCA withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

PENSION2 403(B) AND 457(B)

Pension2 is available to all staff members, certificated and classified. Pension2 offers voluntary supplemental savings plans including 403(b) and 457(b) plans with low costs and flexible investment options. The 403(b) plan includes an employer match - 100% of your contributions are matched, up to 5% of your annual BASE contract salary.

If you would like to learn more and enroll in Pension2, South Support Site Pension2 403(b) and 457(b) informational videos provide an overview of what is available and how to enroll. For more information contact Pension2 customer service: (888) 394-2060.

Employer matches are subject to changes, as approved by the Board.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) or participate in a qualifying event because of a family member's military deployment to a foreign country. The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided by the state concurrently while an employee takes an eligible leave of absence under PCA policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

RETURN-TO-WORK POLICY

PCA strives to assist employees to return to work at the earliest possible date following an injury or illness. A return-to-work program has several benefits for both the School and employees by minimizing time lost from work.

This policy is not intended to supersede or modify the procedures applicable to employees eligible for reasonable accommodation under the Americans with Disabilities Act (ADA) or leave benefits under the Family and Medical Leave Act (FMLA) or California Family Rights Act (CFRA). Inquiries about the ADA, FMLA or CFRA should be directed to the human resource department (HR).

PCA defines "transitional work" as temporary, modified work assignments within the worker's physical abilities, knowledge and skills.

When possible, transitional positions may be made available to qualified employees to minimize or eliminate time lost from work. The School cannot guarantee a transitional position and is under no obligation to offer, create or encumber any specific position for purposes of offering placement to such a position.

Procedures

If a health care provider releases the employee to return to work on modified duty and has completed the return-to-work and job description forms, the employee should return the forms to HR within 24 hours or as soon as practicable. The employee cannot return to work without the release from the health care provider.

HR will review the return-to-work form and determine a transitional position for the employee if appropriate and transitional work falls within the School's operational needs. A transitional position job description, including physical requirements, will be prepared for review and approval by the employee's health care provider.

Transitional positions are developed based on the physical capability of the worker, the needs of the

School, and the availability of transitional work. PCA will determine appropriate work hours, shifts, duration and locations of all work assignments. The School reserves the right to determine the availability, appropriateness and continuation of all transitional work assignments.

It is the responsibility of the employee to provide HR with a current telephone number and address, so the employee may be contacted. The employee must notify HR immediately of any and all changes in medical conditions.

It is the responsibility of the employee and the employee's supervisor to notify HR immediately of any work-related injuries, if the employee misses time from transitional work or of any changes to transitional work assignments.

The employee will be asked to sign the notice indicating their acceptance or refusal of the transitional work job offer and to return the notice to HR.

Any employee returning to a transitional position must not exceed the duties of the position or go beyond the restrictions indicated by the health care provider. If any medical restrictions change, the employee must immediately notify their supervisor and provide the supervisor a copy of the new medical release.

Supervisors will monitor work performance to ensure the employee does not exceed the requirements set by the health care provider.

UNPAID LEAVE

When an exempt salaried employee does not have any available PTO or PSL and there is a need for time off, they must take the whole day unpaid. Exempt salaried staff members cannot take partial days off as unpaid leave.

At the discretion of the Executive Director, an employee may request up to thirty (30) days of unpaid personal leave. Leaves of this type are typically granted for those who would not qualify for the Family Medical Leave Act or California Family Rights Act. Typically, unpaid personal leave may be granted for a serious health condition that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider of your spouse, child, parent, or registered domestic partner and requires your care or assistance as certified in writing by the family member’s health care provider.

Personal leaves, if granted, are without pay and will be considered on the basis of the employee’s length of service, performance, responsibility level, and the impact of the leave on our School. Employees will be required to use sick and/or PTO hours, if available. An extension beyond thirty (30) days may be considered on a case-by-case basis but shall not exceed ninety (90) days (90 total days in a twelve-month period).

Ordinarily, you must request a planned unpaid personal leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School’s request form, which is available upon request from Human Resources.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. Human Resources will contact employees taking personal leave regarding health and supplemental benefit continuation.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using PCA's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The School has provided each staff member with a laptop for the purpose of performing all School related functions. It is required that all staff use School issued laptops and refrain from using personal computers for School business, unless staff receives prior written permission from their supervisor to use a personal computer for a limited period of time.

The School and technology department utilize best practices for securing and maintaining laptops. The efforts and systems used are in place to:

- Create a secure, reliable and safe computing environment
- Prevent data loss, including Personally Identifiable Information (PII), confidential or proprietary information
- Have data and management safeguards in place in the case of lost or stolen laptops
- Reduce overall risk of identity theft, work stoppage, data loss/ransoms, etc. and maintain compliance with Cybersecurity Insurance policies

School staff:

- SHOULD NOT use a personal computer/laptop to perform regular work duties
- SHOULD NOT store any PII, confidential or proprietary information to a personal device

The School acknowledges that using email and viewing/editing documents via a personal computer/laptop may occur and is allowed only in limited circumstances with prior written permission.

The School and technology department require that all staff implement MFA (multi factor authentication) wherever possible and require that any instance of a lost personal device that has ever accessed your School email/Drive/systems be reported to the technology department and your supervisor immediately so your passwords can be reset and accounts secured, especially critical in the case of saved passwords on a personal device.

Failure to adhere to this policy may result in discipline, up to and including potential termination.

The Communication Systems are the property of PCA and have been provided for use in conducting PCA business. All communications and information transmitted by, received from, created, or stored in PCA's Communication Systems are records and property of PCA. The Communication Systems are to be used for School purposes only. Employees may, however, use PCA technology resources for the following

incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with PCA business, and does not violate any PCA policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided employees adhere to all other usage policies.

No Expectation of Privacy

PCA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the internet, and reviewing Email, voicemails, and instant messages sent and received by users. Further, PCA may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of PCA's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from PCA's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish PCA's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed PCA upon request for any reason that PCA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though PCA has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on PCA letterhead.

Offensive and Inappropriate Material

PCA's policy against discrimination and harassment, sexual or otherwise, applies fully to PCA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the internet or displayed or stored in PCA's computers. Likewise, material or graphics political in nature are not allowed to be used or displayed during work hours. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director.

PCA may (but is not required) to use software to identify inappropriate or sexually explicit internet sites. Such sites may be blocked from access by PCA networks. Employees who encounter inappropriate or sexually explicit material while browsing on the internet should immediately disconnect from the site, regardless of whether the site was subject to PCA's blocking software.

Licenses and Fees

Employees may not agree to a license or download any material over the internet for which a registration fee is charged without first obtaining the express written permission of the Executive Director.

Games and Entertainment Software

Employees may not use a PCA internet connection to download games or other entertainment software, or to play games over the internet.

Confidential Information

Employees may not transmit information over the internet or through email that is confidential or proprietary. Employees are referred to PCA's "Confidential Information" policy, contained herein, for a general description of what PCA deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

PCA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any PCA approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of PCA, employees posting information must include a disclaimer in that information

stating, “Views expressed by the author do not necessarily represent those of PCA.”

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the internet through a computer attached to PCA’s network must do so through an approved internet firewall. Accessing the internet directly by modem is strictly prohibited unless the computer you are using is not connected to PCA’s network.

Files obtained from sources outside PCA including disks brought from home; including files downloaded from the internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents, or vendors, may contain dangerous computer viruses that may damage PCA’s computer network. Employees should never download files from the internet, accept email attachments from outsiders, or use disks from non-PCA sources, without first scanning the material with PCA approved virus checking software. If you suspect that a virus has been introduced into PCA network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

PCA reserves the right to modify this policy at any time, with or without notice. PCA may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA AND VIDEO CONFERENCING POLICIES

PCA has adopted the following policy with regard to employees’ behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. PCA has also adopted a policy regarding employees’ behavior during video conferencing. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control

of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers,

suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting or explicit/implicit message puts their effectiveness as a School employee at risk. PCA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Personal or Professional Blogs

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources. Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not

addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with PCA's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

PCA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Staff Equipment

Each staff member assigned devices and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used.
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - Immediately report the incident to their immediate supervisor and/or Executive Director.
    - Obtain an official police report documenting the theft or loss; and
    - Provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Generally personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for PCA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

PCA's Communication Systems may not be used to solicit for political causes, commercial enterprises,

outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the internet.

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, PCA has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by PCA.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by PCA employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by PCA.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. PCA must approve any postings prior to posting.

PCA reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock.". Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except, employee

break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of PCA to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a PCA decision-maker and their Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all PCA board members, employees, individual consultants hired or retained by PCA, and School Services Providers hired or retained by PCA.

Relationships between PCA board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- Family Members of PCA board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, and father-in-law.

"Nepotism" describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

"School Services Provider" shall mean any provider of School services to PCA, and in the case of an organization shall mean be the responsible individual at such organization that provides School services to PCA.

Procedures

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that PCA's best interests would be served otherwise.

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within PCA, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether they have a Family Member who is presently employed by or on the board of PCA, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, PCA will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and PCA. If a mutual agreement is unattainable, the Board will determine, in PCA's best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that PCA's best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship

between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to any building or office are responsible for their safekeeping.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any School key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your School keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Executive Director.

The last employee, or a designated employee, who leaves the office and /or the School site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on School property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time PCA may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

In PCA's discretion, employees' work areas (i.e., desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for PCA property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to PCA. PCA will generally try to obtain an employee's consent before conducting a search of work areas, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

PCA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect PCA or which occur on PCA property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on PCA premises, regardless of the relationship between PCA and the parties involved
- All threats or acts of violence occurring off PCA premises involving someone who is acting in the

capacity of a representative of PCA

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy PCA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

PCA's prohibition against threats and acts of violence applies to all persons involved in PCA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on PCA property. Violations of this policy by any individual on PCA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Executive Director.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to their direct supervisor, school leadership, and Human Resources.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence. To obtain a copy of the School's Workplace Violence Prevention Plan, please contact Human Resources – HRHelp@pacificcoastacademy.org.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

To maintain a professional, welcoming, and distraction-free environment for students, families, and colleagues, all staff are expected to adhere to the following dress code guidelines. These standards are in place to reflect the School's commitment to service excellence, inclusivity, and professionalism.

SCHOOL DRESS CODE

General Appearance

Staff should present a clean, neat, and professional appearance at all times. Clothing should be appropriate for a public service setting and must not interfere with the performance of duties or the comfort of others.

Acceptable Attire

- School issued shirts and hats
- Business casual or professional attire (e.g., polo shirts, blouses, slacks, khakis, dresses, skirts).
    - Library Staff must wear school-issued shirts when interfacing with families. School-issued hats are acceptable for outdoor events but optional.
- Comfortable footwear suitable for extended standing or walking. *If you are in a position where you are moving items or furniture, please wear closed-toe shoes.
- Name badges must be worn when interfacing with families

Unacceptable Attire or Accessories

- Clothing with offensive or inappropriate graphics or language
- Excessively casual items such as pajama pants, shorts, yoga pants, crop tops, tank tops, or ripped jeans
- Jeans or slacks with embellishments, such as patterned fabric, sequins, or embroidered designs
- Short skirts more than 3 inches above the knee
- Visible undergarments or clothing that is excessively revealing

Tattoos

Visible tattoos are permitted provided they are not offensive, obscene, or discriminatory in nature. Tattoos that may be perceived as inappropriate in a professional or customer-facing environment must be covered during work hours.

Teeth and Oral Accessories

To maintain a professional appearance and minimize distractions:

- Visible dental jewelry (e.g., tooth gems, grills, or other ornamental tooth accessories) is not

permitted while on duty.

- Staff may wear clear or medically necessary dental devices, provided they do not detract from a professional appearance.

Hair

Hair should be clean and neatly groomed. Hairstyles should not be distracting in the workplace and should reflect a professional appearance.

~~School Dress Code~~

~~It is the goal of the School to foster a professional work environment for all staff, as part of our commitment to providing excellent customer service to our families, our communities, our professional associates, and respect for one another.~~

~~General Rules~~

~~Clothing should be clean, free of wrinkles, rips or tears, and appropriate for the workplace. Nothing too tight or revealing (i.e., nothing too low cut in the front or back, or sheer), no bare midriffs, no spaghetti straps, and no undergarments showing. No shorts or yoga pants. No offensive language or images. Hair should be clean and neatly groomed. Please cover tattoos whenever possible.~~

~~Casual Business Attire~~

~~Tops~~

- ~~Polo style or button-down shirts or blouse~~
- ~~Pullovers or sweaters~~
- ~~*No tank tops~~

~~Bottoms~~

- ~~Skirt (no more than 3" above the knee)~~
- ~~Dress slacks or Khakis~~
- ~~Capri pants~~
- ~~Denim jeans~~

~~Dresses~~

- ~~No more than 3" above the knee~~

~~Hats~~

- ~~School hats~~

~~Shoes~~

- ~~Comfortable and professional: This may include dress shoes, boots, heels, sandals, or flats.~~
- ~~*If you are in a position where you are moving items or furniture, please wear closed-toe shoes.~~

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from School or School activities without parental permission
- Being alone in a room with a student at School with the door closed
- Going into PCA students’ homes during work hours unless there is a special work-related

circumstance and express permission has been granted by executive leadership

- Bringing your own children into PCA students' homes
- ~~Bringing your own children to learning period meetings or professional development meetings.~~
- Bringing your own children to LP Meetings
- Bringing your own children to Professional Development Meetings
- Having your children visible or audible when conducting any work-related duty
- Allowing students in your home during work hours
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about School activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any School activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off School property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to School activities or classes (communication should be initiated via School-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular School hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, they must report the suspicion to their immediate supervisor or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e., our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director.

STANDARDS OF CONDUCT AND CIVILITY

At PCA, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As School employees, we also serve as role models to our students.

PCA employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All employees and any individuals acting on behalf of PCA are

required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources. Failure to comply with this policy may result in disciplinary action, up to and including termination.

Children must have adult supervision at all times. Separate, specific supervision of staff members' children must be secured (at employee's expense) while staff members are performing work duties.

CIVILITY

- Everyone treats each other with civility, dignity, respect and professionalism at all times
- Employees exercise emotional self-control and sensitivity to feelings of others not with blame or recrimination
- Employee behavior supports an environment where everyone feels safe, secure and respected.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Any conduct that has gained sufficient notoriety so as to impair the employee's School-related relationships
- Any willful conduct that endangers the safety, health or wellbeing of another individual
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the School
- Immoral conduct
- Unfitness for service
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name

- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Violation of the Standards of Conduct and Civility Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or

at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Violations of this policy may result in disciplinary action, up to and including termination.

If you receive a request by a parent/guardian to provide a narrative about a student's participation in the School's program for purposes of a child custody dispute, inform the parent/guardian that it is not the policy of the School to provide such information without a subpoena. If the parent/guardian requests copies of a student's educational records, please refer them to the records department, which may be reached at (619) 215-0704 x430 or records@pacificcoastacademy.org. If you receive a subpoena to provide testimony or records about a particular student, please contact your administrator.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

Employees shall not be financially interested in any contract made by them in their official capacity.

PCA expects employees to devote their best efforts to the interests of our School. PCA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at PCA or create a conflict of interest with your statutory duty

of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with PCA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to PCA's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full-time employee we expect that you devote your full professional effort to your position at PCA. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with PCA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at PCA.
- Involve organizations that are doing or seek to do business with PCA including actual or potential vendors.
- Violate provisions of law or PCA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to PCA must be given priority. Full-time employees are hired and continue employment with the understanding that PCA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of PCA that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of PCA. During working hours or on School premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, their duties as an officer of employee of PCA if any of the following apply:

- It involves the use of PCA time, facilities, equipment, supplies, or the officer's or employee's position or influence with PCA, for private gain or advantage.
- It involves receipt or acceptance by the officer of employee of any money or other consideration

for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with PCA.

- It involves the performance of an act as part of the outside activity that involves services performed for PCA.
- It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use PCA's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of PCA, the officer or employee shall obtain a written determination of the Executive Director or designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

PCA will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of PCA business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of PCA that PCA shall not provide any funds or thing of value to any student or their parent or guardian that a school district could not legally provide to a similarly situated student, or their parent or guardian. PCA does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use their status as a student, parent or guardian with PCA in order to obtain funds or things of value from PCA. For example, this policy prohibits an individual from utilizing their status as a parent or guardian to obtain a vendor contract with PCA for compensation. It also prohibits an individual from utilizing their status as a parent or guardian to refer or encourage any students enrolled in PCA, or their parents or guardians, to select that individual or their company or their another provider of services, in connection with the student's education at PCA, resulting in the individual's receipt of funds or thing of value from PCA.

Procedures

The prior approval of the Executive Director or designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

- Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
- Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of PCA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises
- Refusing to submit to an inspection or testing when requested by administration
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed or recreational marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a

statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by Intoxilyzer, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, cigars, pipes, vaping and/or (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of your Executive Director, other employees or call 911. Report any suspicious persons or activities to your Executive Director. Never attempt to force an individual to leave the workplace if they are uncooperative. Immediately contact your supervisor or School administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on School property without the prior written approval of the Executive Director and the written consent of the individual being recorded. Please report any problems with our security systems to your Executive Director.

VIDEO SURVEILLANCE FOR DANIELSON STREET OFFICE

Pacific Coast Academy ("Charter School") is committed to maintaining a safe and healthy learning environment for all members of the School community. In furtherance of this goal, Charter School has installed security cameras in the hallways, entry ways, inventory rooms, and other locations throughout the administrative office at 13915 Danielson Street, Suites 100, 101, 102 and 200, Poway, California 92064 ("Office") for the safety of visitors and to secure Charter School property.

These systems have visual recording capabilities and the recordings may be retained in Charter School's sole discretion. There are no cameras in restrooms and other similar sensitive locations ("Sensitive Locations").

While in or around the Office, Charter School employees are subject to video surveillance and recording and do not have an expectation of privacy other than while in Sensitive Locations.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on PCA property. Be cautious: keep School property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized School business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

PCA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on PCA's premises, including the parking area, or away from School property while on School business PCA employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

PCA is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

PCA has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

PCA has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

PCA will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from PCA; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to PCA for three consecutive work days. PCA requests that employees provide at least two weeks written notice of a voluntary termination. All PCA property must be returned immediately upon terminating employment. PCA retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of PCA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, PCA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

RETURN OF SCHOOL MATERIALS & RESTITUTION POLICY

Staff employed at Pacific Coast Academy may receive access to certain School property during the course of their employment, including staff devices, educational materials, and textbooks, and they are responsible for ensuring that all materials are returned (with reasonable wear and tear).

Pacific Coast Academy may seek restitution when a staff, among other things, willfully cuts, defaces, or otherwise damages or loses any company property caused by a dishonest or willful act, or by the employee's gross negligence. This includes but is not limited to installing unauthorized software applications, modifying, adding, or deleting software, or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

EXIT INTERVIEWS

All employees who leave employment at PCA may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at PCA. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, PCA will disclose only the dates of employment and the title of the

last position held. PCA will verify or disclose an employee's salary history only if the employee provides written authorization for PCA to provide the information. However, PCA will provide information about current or former employees as required by law or court order. PCA will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Pacific Coast Academy's ("PCA") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of PCA's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that PCA is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding PCA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of PCA's policies.

In particular, I have read and understand PCA's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with PCA at any time, PCA, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and PCA for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of PCA, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between PCA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with PCA, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

PCA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than PCA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Coversheet

2025-2026 Parent Student Handbook

Section: IV. Consent Agenda
Item: C. 2025-2026 Parent Student Handbook
Purpose:
Submitted by:
Related Material: PCA 2025-26 Parent Student Handbook_Rev 5.27.25_RED 6.06.25.pdf

Pacific Coast Academy

Parent/Student Handbook

2025-26

TABLE OF CONTENTS

School Mission Statement 7
Mission Statement 7
Description of the Program 7
Schoolwide Learner Outcomes (SLOs) 7
Western Association of Schools and Colleges (WASC) Accreditation 8
Admissions, Registration, & Intake 8
Proof of Residency (POR) 8
The Parent/Guardian/Learning Coach's Role 9
Student Behavioral Expectations 10
School Meetings 10
Zoom Disclaimer 11
Zoom Acceptable Use 11
Consequences 12
School Calendar 13
Curriculum Choices & Learning Paths 14
Objectionable Materials 14
Curriculum: Transitional Kindergarten - 8th Grade 14
Transitional Kindergarten 15
Kindergarten-2nd Grade 15
3rd-5th Grade 15
6th-8th Grade 15
Curriculum: High School 16
World Language Placement 17
Minimum Graduation Requirements 17
4-Year College Entrance Requirements 18
High School Elective Credit for Middle School Students 19
It's important to know 19
Is your student ready? 20
When your middle school student takes a high school course 20
Academic Expectations 21
TK-8th Grade 21
High School 21
I Can Statements 21

Academic Integrity 22
Report Cards 23
Review of Student Work 23
AWRs - Assignment and Work Records 23
Report Cards - TK-8th 23
Report Cards - High School 24
Concurrent, Community College Enrollment 24
Credit Conversion 25
Concurrent Enrollment Prior to The Second Semester of 9th Grade 26
Process to Enroll 26
Honors and Awards 27
Attendance 27
Withdrawing Your Student 28
Educational Materials & Restitution Policy 28
Overview 29
Procedures 29
Early Literacy Screening (Grades K–2) 30
Screening Tool 30
Screening Schedule 30
Notification and Parent Opt-Out 30
English Learners 30
Results and Follow-Up 30
Special Education 31
Overview of Special Education 31
Requesting Academic Support 31
Determining Eligibility for Special Education 32
Components of an Individualized Education Program (IEP) 32
Role of the Parent in an IEP Meeting 32
Special Education Services Provided in an Independent Study Program 32
Special Education Non-Public Agency (NPA) Providers 33
Special Education Teacher's Input Regarding the General Education Plan 33
Work Samples for Students with an IEP 33
Return of Assistive Technology Devices, OT Supports, APE Equipment, and/or Any Other Purchase Made by the SPED Department on Behalf of the Student 33

Planning Amounts 33
Program Description 33
How to Request Services/Products 35
How to Request a New Educational Service Vendor 36
Field Trips & Events 37
Student Supervision and Expectations 37
Liability 37
How to Request School-Organized Field Trips & Events 37
Field Trip Cancellation Policy 37
No-Call/No-Show Policy 37
Technology Department 38
Tech Costs 38
How to Make a Request 38
Tech Center Returns 38
Return Process for Students 39
Requests to Transfer Devices 40
Hotspots 40
Parent-Student Information Technology Acceptable Use Policy 40
Definitions 40
User Responsibilities 41
Acceptable Use of PCA Resources by Users 41
Unacceptable Use of School Resources 41
Damage Caused by Carelessness 42
Expectation Of Privacy 42
Cyberbullying 42
Student Departure 43
Contact Information: Tech Department 43
Disclaimer & Acknowledgements 43
User Agreement 44
Travel Plan 44
Non-Compliance Policy 45
In these instances, the school may 45
Work Samples 45
Acceptable Work Sample Criteria 46

Non-Compliant Work Samples Include 46
Testing & Assessment 46
State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP) 47
ELPAC: Testing for English Language Learners 47
Internal Diagnostic: Star 360 48
Advanced Placement (AP) Testing 48
Records Department 48
Work Permits 49
Entertainment Work Permits 49
Non-Entertainment Work Permits 49
Educational Records 49
Student Mental & Physical Health 50
Mental Health Resource Poster 51
Availability of Individualized Instruction 52
Medication Administration at School-Sponsored Activities 52
HPV and HPV Vaccination: What Every Parent Should Know 52
What is HPV? 52
How can I protect my child from HPV? 52
Who should get the vaccine and when should they get it? 52
Where can I get the HPV vaccine for my child? 53
Suicide Prevention Policy 53
Suicide Awareness Information 53
Warning Signs of Suicide 53
Crisis Hotline Information 54
Phone Numbers 54
Text Numbers 54
Websites 54
Fentanyl Use Prevention 54
Things You Can Do 55
Harassment 55
Suspension & Expulsion 56
Definition of Expulsion 56
Definition of Suspension 56
Grounds for Suspension and Expulsion 56

Willful Defiance 59
Suspension & Expulsion for Students with Disabilities 60
Due Process Statement 60
Grievance Policy and Procedure 60
Pupil Fees 61
Family Educational Rights and Privacy Act (FERPA) 61
California Law Regarding Safe Storage of Firearms 63
Title 1 64
Parent and Family Engagement Policy 64
Parent Notification of Teacher Qualifications 64
Notice to Families Regarding Speech-Language Pathologist Qualifications 65
Comprehensive Sexual Health and HIV Prevention Education (California Healthy Youth Act) 65
Notices to Families 66
Cal Grant Applicants 66
Graduation Requirements 66
Immigration Status Rights 66
Notice of Non-Discrimination 67
Student Rights Under Title IX 68
Pregnant and Parenting Pupils 69
Opt Out from Dissecting, etc., Animals 70
Use of Pesticides 70
Asbestos 70
Parent-School Compact 71
As a school, staff at Pacific Coast Academy will 71
Parent/Guardian Responsibilities 71
Student Responsibilities 72
Signature of Receipt & Acknowledgement 73
Parent/Guardian Publicity Authorization and Release 74

SCHOOL MISSION STATEMENT

MISSION STATEMENT

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

DESCRIPTION OF THE PROGRAM

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free. Our School is a public charter school and shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of secular curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse educational vendor services

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

At our schools, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast Students Are:

Inquisitive Learners - Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking

knowledge of local and global issues.
Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

ADMISSIONS, REGISTRATION, & INTAKE

Upon offering enrollment, the following required registration documentation includes: proof of age, immunization record or waiver, housing questionnaire, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. Pacific Coast Academy serves San Diego County, Imperial County, Riverside County, and Orange County. If, while attending our school, a family moves, they must submit a new proof of residence annually and within ten days of a mid-year change in residence by completing the POR Survey in the Parent Portal. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster/Migratory Youth and students of active military families.

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. The document submitted must be a full copy that includes all pages. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g., CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must be current and have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Affidavit to Verify Residency Form
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be uploaded to the registration portal, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion. The School reserves the right to independently evaluate the appropriate grade level for enrolling students.

The School reserves the right to review transcripts from all institutions a student previously attended, and to request additional information in the evaluation of those transcripts. Credits from institutions previously attended will be recognized at the discretion of the School.

Our School is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

THE PARENT/GUARDIAN/LEARNING COACH'S ROLE

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher to ensure your student participates fully in their homeschool learning journey.
- Complete and submit the monthly Student Learning Log (attendance log).
- Support student(s) in completing the school-assigned benchmark testing (STAR 360) up to 3 times per school year.
- Support student(s) in attending state mandated CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings as specified in the Independent Study policy (two meetings per semester in-person within 60 days, every other learning period), as well as attend any other necessary

meetings (on the phone, via web conference, or in-person), with school staff and student(s).

- Regularly support your student in their attendance and continual participation in any and all:
  - Intervention
  - Specialized Academic Instruction
  - and/or related Special Education services as written into their Individualized Education Program, if applicable.
- Ensure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team.
- Furnish your student with a learning environment that is conducive to student learning.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- No offensive comments, language, or gestures are part of the learning environment.
- Students should be fully dressed in appropriate attire by wearing clothes covering their torso.
- Impersonating another person on an online platform is prohibited.
- Use only your own username and password for online platforms and do not share these with others.
- Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

SCHOOL MEETINGS

Virtual meetings with school staff shall be held in school-maintained, school-initiated virtual meeting platforms (e.g., Zoom, Google Meet). Recording, or taking photos, screenshots, or recorded audio transcription of school

meetings, whether virtual or in-person, is not allowed by parents/guardians/educational rights holders/students, with the exception of IEP and 504 team meetings. Parents have the ability to audio record IEP and 504 team meetings with advanced notice to Pacific Coast Academy per Education Code section 56341.1(g). Participants in School meetings should be dressed appropriately by wearing clothes covering their torso. Participants in in-person School meetings should also wear shoes. School meetings with students or relating to students are considered to be confidential communications. As such, PCA staff members have an expectation of confidentiality and duty to ensure confidentiality of such communications. School staff may, on occasion, initiate recording of general information meetings, as well as live Zoom classes, intended for parents, absent students, administration, accreditation organizations, other teachers, and those with a legitimate educational interest in the materials, but in such cases, recording will be disclosed, and consent obtained by participants in advance of participation in the meeting.

ZOOM DISCLAIMER

The purpose of the Zoom Disclaimer (Student/Parent Zoom Acceptable Use) is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school.

The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

Zoom Acceptable Use

In order to create a safe, trustworthy, and respectful environment for students when taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately by wearing clothes covering their torso.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Audio and/or visual recording, use of AI notetakers and/or AI assistants, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom ‘lobby’ until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student’s attendance in the event a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
    - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
    - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.

    - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
    - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following;
        - threatening to kill someone;
        - threatening to sexually assault someone;
        - threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury;
        - asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services -
    - Counterfeit goods and services;
    - Drugs and controlled substances;
    - Human smuggling or trafficking;
    - Products made from endangered or protected species;
    - Sexual services;
    - Gambling, betting or wagering activities;
    - Unauthorized multi-level marketing businesses;
    - Stolen goods; or
    - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g., bombs, 3D printed guns, etc.).
- Copyright, trademark, defamation, right of publicity, and impersonation
    - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
    - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to suggest that there is a relationship with the trademark owner when there is not.
    - Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
    - The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
    - Impersonation is pretending to be someone you are not.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

2025-2026 School Year Calendar



PACIFIC COAST ACADEMY

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

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

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

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

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

School Closed

Staff In-Service, No School

First & Last Day of School/Semester

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

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/guardians/learning coaches design a learning plan that can incorporate:

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

If you are looking for an engaging, easy-to-follow learning platform, explore in-house curriculum options, such as Choice Plus Academy, Edgenuity, Spark Program, Accelerate Education, ALEKS, and K12. Additional curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the school's ordering system.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher and she/he will do their best to work with you to identify alternative lessons to meet the lesson objectives. Please note that lessons and materials in HQT-led classes cannot be substituted.

Items in the Lending Library were previously approved by PCA staff for use by a student. Although all items in the Lending Library have been deemed appropriate for school-age children, some items may not be appropriate for all grade levels. As such, only the parent/guardian may check out items from the Lending Library.

CURRICULUM: TRANSITIONAL KINDERGARTEN - 8TH GRADE

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or a wide variety of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten

- EmbarK12 by K12 - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

3rd-5th Grade

- Spark Online Learning
    - The goal of Spark Online Learning is to provide inquiry-based active learning opportunities and ignite the love of learning in all students. Students will make authentic multi-disciplinary connections to the world with the oversight of a credentialed teacher in our semester-long courses. Classes are offered in all core subject areas and are aligned with California grade-level standards.
- Accelerate Education
- Online & Offline
    - K12 - Online & Offline
- Other Curriculum - Can be ordered through the School's ordering system

6th-8th Grade

- Choice Plus Academy
    - Provides live, academic instruction classes for 6th - 12th grade students, which are taught by our dynamic, highly qualified teachers. Students attend live classes 1-2 times per week and complete offline work the other days of the week. Highly Qualified Teachers are available to offer support and assistance to students.
- Edgenuity
    - Online, engaging, video-based curriculum supported by our Highly Qualified Teachers.
- Accelerate Education
- Online Curriculum
    - ALEKS - Online Math Courses
- Other Curriculum - Can be ordered through the School's ordering system

CURRICULUM: HIGH SCHOOL

Our school develops an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals, graduation requirements, and post high school plans. We provide high school students with various homeschool curricula and educational vendor options, including "a-g," honors, and AP courses. Courses may be selected from the curricula listed below:

Taught by our school's content teachers (HQTs):

- HQT-led Packet Program - Using Starline Press curriculum, this flexible, workbook based program is great for students who need credit recovery or access to offline work.
- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Edgenuity: Online, teacher supported, engaging video based curriculum
- Edgenuity offers honors courses, and ChoicePlus Academy offers AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:
    - AP Biology
    - AP Calculus AB
    - AP English Language & Composition
    - AP English Literature and Composition
    - AP Spanish Language & Culture
    - AP U.S. Government & Politics
    - AP U.S. History
    - AP World History

Offered by external providers:

- ALEKS - Only math electives offered for high school students
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system

We also adopt AP and honors courses from Accelerate, Apex Learning, iLead, Pearson Online, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

We recognize the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual

colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check here.

WORLD LANGUAGE PLACEMENT

Students will be placed in the first year of a World Language (for example, Spanish I), unless approved for a higher level. Students may be approved for a higher level (for example, Spanish II), under the following circumstances:

- Demonstrated proficiency on a school proctored World Language Placement Exam
- Recommendation from a School-employed World Language HQT that the student advance
- Student records include a report card and/or transcript demonstrating student's completion of high school World Language courses

*Please note that a student's course sequence may not result in a student taking an AP World Language course in middle school without Director approval.

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. Students will work with their high school counselor to develop a 4-Year Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. Students should reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
History / Social Science	6 semester courses (*Must include one year of US History, one year World History, one semester of Government, and one semester of Economics)*	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 is a graduation requirement)*	20
Science	4 semester courses (*Must include one year of Physical Science and one year of Biological Science)*	20
Visual & Performing Arts	2 semester courses	10

World Language		
Career Technical Education (CTE)		
Electives	18 semester courses	90
	Total =	**200 Credits**

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will roll over to the Electives category.

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students applying to a 4-year college should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and strongly recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History | Social Science	2 years *(one year of World History and one year of US History, or one semester of US History and one semester of Government)*
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) *3 years through Algebra II/Integrated Math III. Pre-Algebra and Consumer Math do not count towards this requirement*
d	Laboratory Science	2 years (3 years strongly recommended) *(At least two of the three disciplines of Biology, Chemistry, and Physics)*
e	Language Other Than English	2 years (3 years strongly recommended) *(Must be the same language)*
f	Visual & Performing Arts	1 year of the same discipline

g	College-Preparatory Elective	1 year

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
• English 9 • Algebra 1 • Biology • WLG Year 1 • VPA • Elective	• World History • English 10 • Geometry • Chemistry • WLG Year 2 • Elective	• US History • English 11 • Algebra II • Physics • WLG Year 3	• Economics and Government • English 12 • Precalculus • Elective • Elective

All “a-g” courses must be completed with a grade of C or better (please note that grades of “pass” do not meet college admission requirements). Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to verify SAT or ACT requirements for colleges for which they are interested.

For more information, please visit the sites below:

- “a-g” Requirements
- “a-g” Course List
- SAT Information
- ACT Information

HIGH SCHOOL ELECTIVE CREDIT FOR MIDDLE SCHOOL STUDENTS

*Please see the concurrent enrollment section of the handbook for information regarding middle school students taking College courses.

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. We allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact our High School Counseling Department to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

It’s important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).

- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.
- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the A portion in the fall and the B portion in the spring.
- If your student is interested in playing sports in college, they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
    - Three years of English
    - Two years of math
    - Two years of science (one life and one physical)
    - Three years of social science (world history, US history, government, and economics)
    - One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra I and Geometry in middle school, they will need to take Algebra II and PreCalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra I, students must have completed a standards aligned Math 8 course.
    - All students working above grade level in math (for example, taking Math 7 in 6th grade) must have Accelerated Math on their Master Agreement and Report Card.
    - Students who completed Math 8 with a standards aligned curriculum do not need to take a readiness exam.
    - Students who did not complete a standards aligned Math 8 curriculum will be required to take an Algebra readiness exam.

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact the high school sequence of courses. It is important to understand that once a student starts high school math in middle school, they must continue in the high school math sequence of courses.
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)

- If your student starts to struggle in the high school course, please contact your Homeschool Teacher right away

If you have any questions about this policy, please let your Homeschool Teacher know before signing up for the high school course(s).

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within four years of starting high school. Short and long term goals will be created based on the needs of each student. A high school counselor is also assigned to each student and will review the IGP each year. High School courses are assigned after the IGP is approved by the high school counselor and/or high school administrative team.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and high school counselor if they wish to graduate high school early. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students must be enrolled in a minimum of four courses (20 credits) each semester. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and high school counselor to adjust the Individualized Graduation Plan.

Students may take a maximum of 40 credits per semester based on HST and counselor recommendation. Any student requesting more than 40 credits in a semester will require approval by a High School Administrator. No more than 50 credits per semester will be approved.

I CAN STATEMENTS

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families, and

they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

ACADEMIC INTEGRITY

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. The school reserves the right to use plagiarism tools to verify the academic integrity of student work.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Inappropriate use of Artificial Intelligence (AI), such as generating content or answers, plagiarizing, attributing AI-generated work as one's own, or manipulating assessments. Students may only engage in authorized AI use(s) as determined by their teacher.
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats
- Engaging a parent, sibling, classmate, or any other individual/prohibited resources to assist with a test or examination

Any student known to have acted without academic integrity will be subject to disciplinary action and/or the non-compliance policy in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or

0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.

- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be documented for staff use.
- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will follow the non-compliance policy, hold a required administrative conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject to the following consequences:
    - Copy of academic dishonesty referral placed in permanent cumulative file
    - Proctored unit tests and finals by a staff member (HST)
    - Restricted from participating in school activities (field trips, prom, graduation)
    - Ineligible to receive letters of recommendation from staff and faculty
- **Fifth offense:** For the fifth offense of academic dishonesty, a disciplinary hearing will be held, with possible referral to non-compliance or expulsion from the school as a result.

REPORT CARDS

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. For TK-8th grade students, teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

AWRS - ASSIGNMENT AND WORK RECORDS

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards or high school course assignments. After the assignments have been completed by the student, the teacher will grade and record the work done in the Pacific Coast Academy Student Information System. These records are called AWRs and are created by the HST each learning period and available to the parent. It is important to note that assignments are assigned with the understanding that the student will complete a minimum school day each day of the LP.

REPORT CARDS - TK-8TH

At Pacific Coast Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications,

etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.

REPORT CARDS - HIGH SCHOOL

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on quality of work and work completed in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher.

The chart below shows the grading rubric for high school courses:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

- Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student. Students taking community colleges prior to the second semester of 9th grade should review the section titled "Concurrent Enrollment Prior to the Second Semester of 9th Grade."
- In order for a high school student to take a community college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment at the community college, which may be posted on the community college's website.
- Students must submit completed the community college's concurrent enrollment form to the high school counselor for processing. Blank concurrent enrollment forms will not be approved. Some colleges do not require the listing of courses, however our School will need to approve each course in advance.
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- Students must remain full-time high school students in good academic standing. Students must take a **minimum of 20 credits per semester** of high school courses. See the Process to Enroll below.
- High school students can take a **maximum total of 11 college credits per semester, regardless of the college's policy. Students who enroll in more than 11 college credits in one semester (or the equivalent thereof) will be subject to immediate withdrawal from the School.**
- Students should consult with their high school counselor before enrolling in a community college course

The counselor will advise on courses to take and check the student's remaining graduation requirements

- Concurrent enrollment is limited to California Community Colleges only. Students may not enroll in/receive credits for courses taken at any other college/university.
- The high school counselor will approve/grant School credit for community college courses based on the student's course history, academic standing and overall GPA. Please ensure that all official transcripts from any previous concurrent enrollment in community college courses are sent promptly to the Records Department within two weeks of the end of the college's semester/grading period; **the counseling team cannot sign concurrent enrollment forms when a student has not yet provided official community college transcripts for concurrent enrollment courses from previous semesters.**
- We recommend you familiarize yourself with the college's important dates/deadlines. If your student is not enjoying the experience in the class, please be sure to adhere to the college's posted course Add/Drop deadline. Dropping an unwanted class within the allowable time frame can prevent the course from being added to the permanent academic record (transcript). Our School does not determine college deadlines and cannot assist with exceptions to missed deadlines.

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
    - US History and World History courses must cover a comprehensive timeline. US History courses must cover Reconstruction to the present day. World History courses must cover the 1800s to present day
- We do not determine whether/which community college courses are transferable to any 4-year universities.
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*If a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement ("Pass" grades do not meet college admission requirements).

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement.

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable) and will be granted an extra point in the weighted GPA

calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school GPA is calculated with the classes taken during grades 9 through 12.

CONCURRENT ENROLLMENT PRIOR TO THE SECOND SEMESTER OF 9TH GRADE

- Enrolling in a community college course will begin your student's official college transcript. Your student's course grade will be listed on the college's permanent academic record.
- Students taking concurrent enrollment courses in their first semester of grade 9 will be approved for elective and world language courses only. Math courses may be approved if there is no equivalent high school course available.
- If your student wishes to continue with concurrent enrollment, a new request must be made each semester and is subject to approval by the School counselor. An official college transcript of previously completed college work will be required.
- Students can take a **maximum total of 11 college credits per semester, regardless of the college's policy. Students who enroll in more than 11 college credits in one semester (or the equivalent thereof) will be subject to immediate withdrawal from the School.**

Upon entry into grade 9, college courses taken in grades 6-8 may be added to your high school transcript as "Elective" credits only. A review of college credits earned while in grades 6-8 will be conducted by the high school counselor prior to adding courses to the high school transcript. High school credits will not be awarded for community college courses taken prior to grade 6.

PROCESS TO ENROLL

- Student picks a community college, applies, and fills out the college's concurrent enrollment form.
- Student submits the concurrent enrollment form to their high school counselor.
- The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps. Some community colleges offer electronic forms that don't require a physical signature. In that case, the community college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the community college via email, fax, in-person, or other appropriate means to the community college's admission office.
- Student follows the community college's process to enroll in course(s).
- Student sends proof of enrollment to high school counselor within two weeks of the start of the class.
- The high school counselor reviews the community college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
- Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts, however, the school strongly recommends digital.

Please send official transcripts to:
Pacific Coast Academy
Attn: Records - CC Transcripts
4612 Dehesa Road
El Cajon, CA 92019

Please email official digital transcripts to the Records Department:
transcripts@pacificcoastacademy.org

*Please note these steps are required for courses completed during the school year:

- Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
- Family must sign the Master Agreement Addendum.
- Family must provide work samples for each Learning Period.
- Family must provide a copy of the community college course gradebook to their HST each Learning Period.

HONORS AND AWARDS

Pacific Coast Academy recognizes graduates in the following ways:

- Golden State Merit: Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet all eligibility criteria in at least 6 subject areas. For more information, see the Golden State Merit website
- Seal of Biliteracy: Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website
- National Honor Society: National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- Summa Cum Laude: The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating summa cum laude are recognized with a gold medal at graduation
- Magna Cum Laude: The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating magna cum laude are recognized with a cord in the school colors at graduation
- Cum Laude: All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Those graduating cum laude are recognized with a white cord at graduation

ATTENDANCE

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each School day and that the student completes work with a time value equivalent to a full school day. According to the guidelines set by the California Department of Education, a full independent study school day is defined as: TK/K: 206 min/day Grades 1-3: 288 min/day Grades 4-8: 309 min/day 9-12: 371 min/day.
- Monthly Student Learning Log (Attendance Grid Log) must be completed to reflect the days the student

engaged in a full school day, signed and submitted to your Homeschool Teacher at the end of each learning period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.

- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and the student may be subject to withdrawal. (Refer to Non-Compliance Policy)

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
    - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

EDUCATIONAL MATERIALS & RESTITUTION POLICY

This policy supports Pacific Coast Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Pacific Coast Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

OVERVIEW

Students attending Pacific Coast Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

Pacific Coast Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Pacific Coast Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Once returned, some materials may not be usable in Pacific Coast Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

Procedures

- Pacific Coast Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Pacific Coast Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged, and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
- Pacific Coast Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
    - Pacific Coast Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
    - The Written Notice will inform families that Pacific Coast Academy may contact law enforcement and/or refer the debt to a collections agency.
    - If the parent/guardian disagrees with Pacific Coast Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
    - After reviewing any information provided by the parent/ guardian, the Executive Director (or his/her designee) shall decide whether or not to impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Executive Director is final. There is no appeal beyond the school level.
- Upon receiving notification of Pacific Coast Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Pacific Coast Academy or return missing property.
- The purpose of this policy is to provide families a reasonable opportunity to return missing educational

equipment or pay for damaged and missing school property to avoid Pacific Coast Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Pacific Coast Academy may consider referring the debt to a collections agency as a last resort.

EARLY LITERACY SCREENING (GRADES K–2)

As part of its commitment to early identification and support for reading development, School conducts annual universal literacy screening for all students in Kindergarten through Grade 2, beginning with the 2025–26 school year. In accordance with California Senate Bill 114, this practice is designed to strengthen early identification of reading difficulties and ensure all students are on track for reading success.

These screenings are intended to identify students who may be at risk for reading challenges, including dyslexia, so that timely supports can be provided. The screener is intended solely to inform instruction and support—not for use in high-stakes decisions such as grade promotion/retention, gifted identification, special education eligibility or reclassification of English learners.

Screening Tool

School uses Amira, a state-approved, evidence-based screening tool that assesses oral reading fluency, decoding, and other foundational literacy skills. Amira is designed to be culturally and linguistically responsive and can be administered in both English and other primary languages as available. The screening, which will be administered by a staff member, typically takes 15-20 minutes to complete.

Screening Schedule

- Kindergarten: Mid-year (to allow for foundational reading instruction)
- Grades 1–2: Early fall
- New enrollees: Screened within 45 calendar days of enrollment if not already screened at a prior school

Notification and Parent Opt-Out

Parents/guardians will receive written notice at least 15 calendar days prior to screening, including the planned date and instructions for opting out.

- General Opt-Out: Any parent/guardian may opt out their child by submitting a written request.
- Exemption-Based Opt-Out: Students may also be exempted from screening if:
  - The student already has a diagnosed reading disorder or learning disability
  - The student currently receives special education or has a 504 plan
  - The student is currently undergoing assessment for special education or 504 eligibility

English Learners

Students who are not proficient in English will be screened using an approved tool in their primary language, if available. If no such tool exists, School will conduct an alternate review of the student's language and literacy development based on their background, language skills, and academic history.

Results and Follow-Up

- Screening results will be shared with families within 45 days of administration.

- Results will include an explanation in plain language and a description of any recommended next steps.
- If a student is identified as being at risk, School will provide targeted supports, such as:
  - Access to Amira's self-paced practice activities that align with each student's specific skill areas,
  - Small-group literacy intervention,
  - Progress monitoring,
  - Consultation on curriculum choices and instructional strategies to support Learning Coaches and/or
  - Further diagnostic evaluation, if needed

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Overview of Special Education

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Requesting Academic Support

When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool Teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns.

In the event that you and your Homeschool Teacher needs additional guidance in supporting your child, you may request a Student Success Team (SST) meeting be conducted. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention.

Determining Eligibility for Special Education

Pacific Coast Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Pacific Coast Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a full and individual initial evaluation in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Pacific Coast Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

Components of an Individualized Education Program (IEP)

An IEP is a contractual, legal obligation, on the part of Pacific Coast Academy stating how Pacific Coast Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

Role of the Parent in an IEP Meeting

Parents are encouraged to participate in the IEP meeting by providing input on appropriate goals, supplementary aids and services, and program accommodations used during the instructional day, as the parent is the primary learning coach. Please speak with your Special Education case manager regarding the structure of IEP meetings and if you have any questions or concerns.

Special Education Services Provided in an Independent Study Program

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- All IEP direct and related services are delivered in the least restrictive environment. PCA is a non-classroom based charter school and services are typically provided virtually. If a parent or other IEP team member believes a change in setting or service delivery method is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and

they are carefully selected by Pacific Coast Academy.

Special Education Non-Public Agency (NPA) Providers

Pacific Coast Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, PCA enters into contracts and issues Individual Services Agreements to support students' services with provider agencies and school staff that will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. Pacific Coast Academy's Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Special Education Teacher's Input Regarding the General Education Plan

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get an additional perspective on how to help support a student's needs, challenges, and strengths.

Work Samples for Students with an IEP

Pacific Coast Academy's general education work sample policy is the same for all students.

Return of Assistive Technology Devices, OT Supports, APE Equipment, and/or Any Other Purchase Made by the SPED Department on Behalf of the Student

On a case-by-case basis, the School may purchase special education equipment for use in a child's home or other setting if the child's IEP team determines that the child requires access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of special education equipment, or a comparable device. The continued access to the assistive technology device can be had for up to 60 days after the student has disenrolled from the School. If the student is provided an alternative equipment, or a comparable device from a new school, or upon expiration of the 60 day period, the student is required to return all equipment to Pacific Coast Academy.

PLANNING AMOUNTS

PROGRAM DESCRIPTION

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Pacific Coast Academy's educational mission, PCA staff work with families to carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Pacific Coast Academy adopted Educational Vendor Policies and Procedures to ensure Pacific Coast Academy funds are budgeted and expended on Pacific Coast Academy-approved educational items and services.

For the 2025-26 school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: $3,800
- 9th-12th Grades: $4,000

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and Executive Director (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students. Services will not be approved for students prior to the vendor's official approval date.
- No family may spend, or obligate Pacific Coast Academy to spend, any Pacific Coast Academy monies on educational items and services. Pacific Coast Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Pacific Coast Academy. The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:
    - From approved educational vendors only.
    - Support the requesting student's personalized curriculum and education plan.
    - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
    - From an educational vendor who is not related to the family requesting the educational items or services and otherwise does not present conflict of interest concerns.
    - A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location shall not serve a School student for more than sixteen (16) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under the Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.
    - Services may not exceed $500 per calendar month per vendor.
    - Planning amounts may not be used to pay for services or field trips when school is not in session during summer or holiday breaks.
    - Individual student field trips (non-school group field trips) must take place during the normal school day (not in the evening or on weekends).
    - Charter School provides each student's entire public educational program, and Charter School does not ever pay a contribution or partial payment toward private educational services. Parents are prohibited from requesting that the Charter School purchase educational services or items for their student where parents would also pay a portion of the cost.
- The Homeschool Teacher and Executive Director must ensure students have access to all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items.

- Pacific Coast Academy establishes a planning amount for students for educational items and services per full school year. Pacific Coast Academy developed the planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year and belongs to the School, not the student.
- All educational items requested through the School's ordering system are the property of Pacific Coast Academy and must be used by the student to support their personalized curriculum and education plan at Pacific Coast Academy. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items. Certain items are "consumable", meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use. Students or families may not resell items purchased with School planning amounts or items purchased by the School. Selling School property in this manner is equivalent to stealing from the School and is grounds for discipline, including suspension and/or expulsion.
- All purchases of educational items by Charter School are final. Purchased items that are no longer used in student's educational program must be returned to the Charter School, and Charter School will not credit a planning amount for returned items. Parents should never contact vendors to try to facilitate the exchange or return of School property.
- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the school's ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

PRICING AND ORDER POLICY NOTICE

Please be advised that all product prices displayed on the Hub are sourced directly from Amazon and other third-party vendors and are subject to change without notice. Pricing is updated automatically in real-time to reflect current vendor rates, which may result in both increases and decreases from previously displayed amounts. Due to the dynamic nature of vendor pricing and our automated procurement system, we are unable to offer refunds, account credits, or process returns once an order has been submitted through the Hub platform. All orders are considered final upon submission, and users are encouraged to review their selections carefully before completing their purchase. By placing an order through the Hub, you acknowledge and accept these terms regarding pricing variability and our no-return policy.

HOW TO REQUEST SERVICES/PRODUCTS

- Visit the school's ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.
    - Services will only be approved after the official approval date of a new vendor.
    - Vendors that are out of compliance will not be available for services.
- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver

form.

- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates through the school's ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services will not be approved.
- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate. Parents or Guardians should not submit invoices on behalf of vendors.
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please submit a ticket at the PCA Remote Ticket Form with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

HOW TO REQUEST A NEW EDUCATIONAL SERVICE VENDOR

If you would like to suggest a new educational service vendor, please complete this form: Suggest a Vendor. This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address to reach the vendor. Typically, we have the most success when the family or teacher reaches out to the potential vendor first.

Once the Vendor Support Department receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).

If your vendor suggestion has been declined, the Vendor Support Department is unable to disclose to families, teachers, or vendors the reason(s) a vendor may be ineligible.

Pacific Coast Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Pacific Coast Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory. Vendors are required to execute the Charter School's Vendor Agreement as part of providing educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.
- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs).
- Vendors must follow all applicable health and safety guidelines provided by both the State and County

authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.

- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.

FIELD TRIPS & EVENTS

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans. Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.

Student Supervision and Expectations

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students. All animals, with the exception of service animals, are prohibited at School-organized events. If a student or their parent/guardian would like to bring a service animal to a School-organized event, please indicate this on the event sign-up and let your HST know so that students attending with known allergies, asthma, or other health conditions that may be affected by the animal's presence can be notified and the School may identify areas of the event location that are unsuitable for the service animal.

Students are required to comply with all applicable School policies while attending School-organized field trips, including disciplinary rules and 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.

Liability

All families will be required to sign a liability waiver releasing Pacific Coast Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Field Trip Cancellation Policy

All field trip purchases are final. If you are unable to attend a field trip, please notify us in advance. We cannot provide refunds for cancellation requests.

No-Call/No-Show Policy

If you are unable to attend a field trip you've booked, you must contact us at least three days prior to the field trip date. In the event of illness or a last-minute situation that will prevent you from attending a field trip, you still

need to provide notification. Please contact us as soon as you know you will not be able to attend. If you have three no-call/no-show incidents, you will not be permitted to attend field trips for the remainder of the semester.

TECHNOLOGY DEPARTMENT

Requesting educational technology can be overwhelming. The Tech Department helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g., computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g., sales tax) and fees (e.g., shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount.

Pacific Coast Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student (purchased through Enrichment)

Please note: Pacific Coast Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system and can be requested in the same fashion as other enrichment items. If a technology request is placed for a student that has already met the tech device limits outlined above, they must return that device before the new request can be fulfilled. For a read-only catalog of current offerings, you may visit the Tech Catalog https://sites.google.com/pacificcoastacademy.org/techcatalog/home

Tech Center Returns

All Tech items are the property of Pacific Coast Academy and laptop/tablet returns should be submitted to the Tech Team at the Lending Library or shipped to our Tech Office. Please submit a ticket at the PCA Remote Ticket Form for detailed directions on how to return items.

Pacific Coast Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using the same boxes. This will help avoid damage upon the items return to the school. For Tech Team assistance or questions, please submit a ticket at the PCA Remote Ticket Form with any questions. or call (619) 215-0704 and choose Option 5.

All items purchased using Planning Amount funds are Pacific Coast Academy's property and must be returned to Pacific Coast Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Pacific Coast Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
    - Refund request is initiated within 30 days of receiving the device by submitting a ticket
    - Device must not be damaged and must be in the same condition as when it was received
    - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Pacific Coast Academy and evaluated by a member of the Tech Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The Tech Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, potential out-of-pocket charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher) or return the tech device to the Lending Library.
- If needed request a UPS shipping label from the Tech Department by submitting a ticket at the PCA Remote Ticket Form for detailed directions on how to return items. The Charter School is not able to provide shipping labels for any return from outside the state of California. Printers are not eligible for shipping labels.
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: "How to pack tech devices for return shipping."

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not “transfer devices” amongst enrolled family members without express permission from one of the following: Executive Director, Senior Director, Director of Technology, or IT Manager. Requests for transfers should be submitted to the Tech Dept via support ticket. Students must comply with the following guidelines to request a device transfer:

- Parent/guardian requesting to transfer their child’s device must inform their assigned teacher.
- The school will only consider transfer requests between currently enrolled siblings.
- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student’s account.
- Chromebook transfers are executed with no charge
- All other tech devices have a $25 instructional fund charge to re-assign the tech device to the transferee
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student’s name, assigned teacher, technology serial and asset number, and name of the sibling.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the school year in which it is ordered in the school’s ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

It is Pacific Coast Academy’s mission to empower students with access to technology, information, and digital Resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of School devices, networks, accounts, and other Resources must adhere to Pacific Coast Academy policies. Users are expected to fully comply with local, state, and federal laws. Failure to adhere to these policies or applicable laws may result in discipline, legal action, or other remedies determined to be within the rights of the School.

DEFINITIONS

- School, Organization, and or We - Pacific Coast Academy or PCA
- TD - Technology Department
- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, equipment systems, services or networks owned, operated or issued by the School
- User - Any person(s) accessing or utilizing School resources that is not a resource operator
- AUP – This Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES

Access to School technology, Resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Parent/Student Information Technology Acceptable Use Policy (AUP).

- You agree to learn about and comply with all the information outlined in this AUP.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. “Reasonable care” is defined as:
    - Never leaving items unattended, except in a safe place at home
    - Never lending, giving or releasing items to a person other than an authorized School employee, such as a Tech Team member
    - Never removing protective accessories or features (e.g., cases, bumpers)
    - Keeping items away from dangerous conditions (e.g., liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
    - Maintaining student supervision by parent/guardian at all times during access and usage
- You must immediately report damaged, lost or stolen Resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor Resource access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- You are obligated to notify TD of continued access to Resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- All Resources are School property and must be returned or relinquished to the School upon request or student departure from the School.

ACCEPTABLE USE OF PCA RESOURCES BY USERS

- All School-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- The School is bound by certain licensing agreements. Users are expected to comply with those agreements.
- The Resources shall only be used for educational and instructional purposes.

UNACCEPTABLE USE OF SCHOOL RESOURCES

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g., materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws.
- Any attempt to circumvent PCA security measures or content filters or to access restricted resources is

prohibited including, but not limited to, using a virtual private network ("VPN").

- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code section 502.*
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any School records is prohibited.
- The collection or transmission of personal information (e.g., home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. All Resources must be maintained by TD or authorized third parties.

DAMAGE CAUSED BY CARELESSNESS

Students are expected to exercise reasonable care to protect School-owned devices and accessories to prevent damage. Damage caused by carelessness is not considered "Accidental Damage." Device damage resulting from carelessness will be assessed by TD. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer "I don't know", or "it was fine when I put it in my bag" will be considered damage caused by carelessness. *Damage caused by carelessness is considered abuse of School property.*

EXPECTATION OF PRIVACY

Users should have no expectation of privacy in their use of the Resources. The School reserves the right to manage and monitor all aspects of the Resources. The following are examples of actions which may be performed for reasons deemed legitimate by the School:

- Obtain emails, messages and their attachments transmitted to or through School-owned or operated email systems or on the School's Internet networks
- Monitor an individual's use of School-owned devices and may be obligated to report unlawful activity or threats to student physical safety to law enforcement and/or child protective services
- Locate or track the location of a Resource
- Confiscate, search, disable or wipe any School-owned device, item or their contents/data

CYBERBULLYING

Cyberbullying is bullying by means of an electronic act, as defined in the School's discipline policies. Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any electronic resource (e.g., social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

Cyberbullying is prohibited. Any student who engages in cyberbullying will be subject to appropriate discipline in accordance with the School's policies.

STUDENT DEPARTURE

Upon student departure (e.g., withdrawal, graduation, or expulsion) from Pacific Coast Academy, all issued items must be returned. Please contact your Homeschool Teacher to make arrangements to return items to the School.

For information regarding technology returns, please review our *Technology Agreement* or submit a ticket at the PCA Remote Ticket Form.

CONTACT INFORMATION: TECH DEPARTMENT

- Phone: (619) 215-0704 and choose Option 5.
- Submit a ticket at the PCA Remote Ticket Form with any questions.

DISCLAIMER & ACKNOWLEDGEMENTS

- Pacific Coast Academy reserves the right to modify its policies at any time.
- All Resources are School property. School property must be returned or relinquished to the School upon request or departure from the School.
- Pacific Coast Academy reserves the right to issue penalties (e.g., denial of access to Resources) or appropriate discipline or seek legal remedies in response to non-compliance with this AUP.
- Access to School technology, Resources and support is a privilege, not a right. These privileges are offered at the discretion of the School.
- Pacific Coast Academy will not be held liable for the information or data retrieved, stored, or transmitted by a user while using the Resources.
- Upon departure from the School, student access to the Resources will be removed.
- Users should not have an expectation of privacy in the use of the Resources, email, systems, or networks.
- Students are provided with Google Workspace for Education accounts upon enrollment and will be able to access services like email and YouTube. To learn more about Google services and their privacy policies, review the Google Workspace for Education Privacy Notice.
- Illegal activities performed using School devices, networks, and systems may be reported to the proper authorities when discovered.

- Pacific Coast Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the School.
- Pacific Coast Academy may confiscate and search any School technology in the event of a policy breach.
- Pacific Coast Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.
- Pacific Coast Academy cannot provide any support for non-School owned technology devices or Resources.
- Tech devices do have an end of service date. While the School and tech department prefer to keep tech devices in circulation, Pacific Coast Academy and the Tech Dept reserve the right to declare a tech device as End Of Service and request it be returned. The typical service span for a tech device is 3 years. Devices that have reached End of Service cannot be guaranteed to be compatible with software or services that may be required for a student's education.

USER AGREEMENT

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any School technology and other electronic Resources issued, owned or operated by the School. I understand that it is impossible for Charter School to restrict access to all harmful or inappropriate content, and I will not hold Charter School, its directors, officers, employees, or agents responsible for content accessed by my student while using the Resources. I hold Charter School, its directors, officers, employees, and agents harmless from any damages, awards, or claims of liability resulting from my student's use of the Resources. I further understand that any violation of the policies above or any applicable laws are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement or any applicable laws, I understand my access to any School Resource(s) may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS *PARENT/STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY.*

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher prior to any travel longer than 2 weeks (10 school days).
- Approval for a travel plan may be contingent upon the student's ability to access the current educational programming during the travel period.
- Students will not be excused from live session attendance for their courses while on a travel plan.
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be available by phone and/or internet for communication.
- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have lost California

residency and therefore will be withdrawn.

- If you are traveling out of the state of California, Special Education services cannot be provided to your student (if applicable) due to credentialing/licensing requirements.

NON-COMPLIANCE POLICY

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Refusing to schedule meetings (or failing to hold meetings as specified in the Independent Study Policy (two meetings per semester, occur in person within 60 days, every other learning period)
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples, attendance logs, and master agreement addendums
- Failure to show the body of work
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan
- Failure to sign and return a Master Agreement Addendum within 5 days of presentation

In these instances, the school may

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. Planning amounts will be placed on hold until non-compliance is resolved.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

WORK SAMPLES

To meet California Independent Study Guidelines, teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name written by the student and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Must be completed on a school day per the school's attendance calendar
- Photographs or projects without written explanations must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period and/or not on a school day
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

TESTING & ASSESSMENT

Assessment data is critical to Pacific Coast Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district or county office of education. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student

achievement, governance, reporting requirements, etc. Pacific Coast Academy must remain in good standing with its authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Pacific Coast Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

STATE STANDARDIZED TESTS – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Pacific Coast Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is selected by Pacific Coast Academy and administered at the school's office. This is not a state mandated alternative assessment.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the CAASPP assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: TESTING FOR ENGLISH LANGUAGE LEARNERS

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another

public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified and there is no option to opt-out. At that point, they will no longer need to take the test.

INTERNAL DIAGNOSTIC: STAR 360

Pacific Coast Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Pacific Coast Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns.

Star 360 Testing will be assigned up to three times a year during the school's assigned test administration windows.

ADVANCED PLACEMENT (AP) TESTING

The School may offer Advanced Placement testing during the testing window approved by the College Board. High School students who are taking an approved Advanced Placement course through the School are eligible to sign up for the Advanced Placement exam. High School students who are not taking an approved Advanced Placement course through the School may take an Advanced Placement exam only with Director approval.

Middle School students who are taking an approved Advanced Placement World Language course through the School may be approved to take the Advanced Placement exam (Middle School students may be eligible for Advanced Placement exams only in the subject area of World Language).

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	3 Business Days
Enrollment Verification	3 Business Days
Official/Unofficial Transcripts	5 Business Days
Copies of CUME (Student Records)	5 Business Days

WORK PERMITS

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@pacificcoastacademy.org

Non-Entertainment Work Permits

- To complete a non-entertainment work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). Once the **B1-1** permit is sent to records@pacificcoastacademy.org, one of our Records specialists will fill it out and provide a **B1-4 a**t the same time. The **B1-4** is the actual permit.

EDUCATIONAL RECORDS

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Pacific Coast Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Pacific Coast Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

If you need copies of records relating to your student enrolled with the school, please request those records from the records department, not your homeschool teacher. The records department may be reached at (619) 215-0704 x430 or records@pacificcoastacademy.org. Please note that teachers cannot provide letters pertaining to your student's participation in the school for purposes of child custody matters short of receiving a subpoena.

Pacific Coast Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and

are not accessible or revealed to another person except a temporary substitute for the maker of the record;

- Records maintained by a law enforcement unit of Pacific Coast Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Pacific Coast Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Pacific Coast Academy.
- Records that only contain information about an individual after he or she is no longer a student at Pacific Coast Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Pacific Coast Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

STUDENT MENTAL & PHYSICAL HEALTH

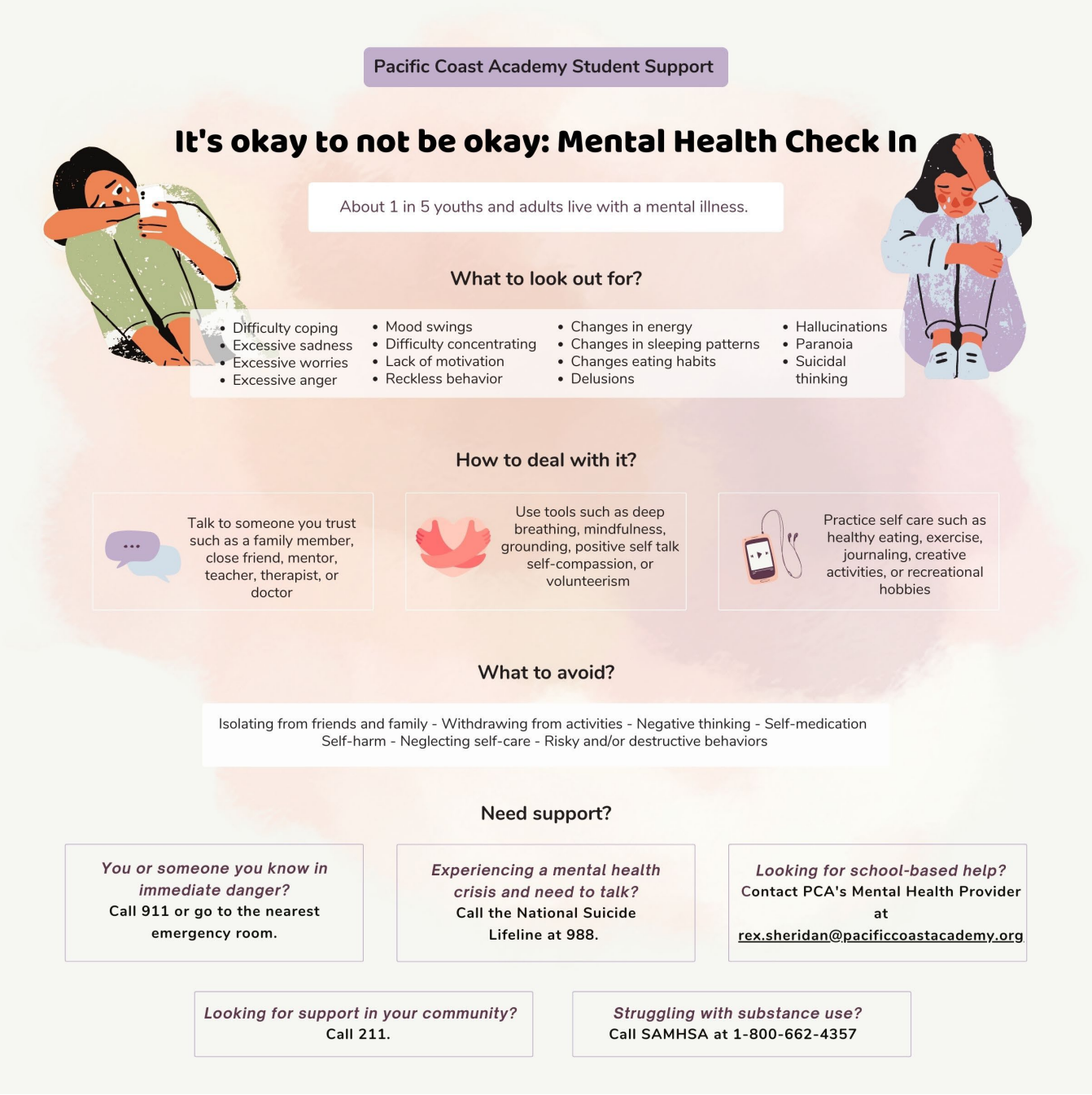
The school is committed to protecting the health and well-being of all Pacific Coast Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Pacific Coast Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- Suicide is a leading cause of death among young people

- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- The school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Pacific Coast Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Mental Health Resource Poster



Availability of Individualized Instruction

A student with a temporary disability who is hospitalized or in a residential health facility that makes attendance in regular classes or an alternative education program impossible or inadvisable may be provided individual instruction by the school district in which the hospital or other residential health facility is located. The duration of the individualized instruction shall correspond with the student's temporary disability.

Medication Administration at School-Sponsored Activities

Please see the School's policy on the administration of medication at school-sponsored activities, which is available on the School's website to learn about administration of medication at school-sponsored activities.

HPV AND HPV VACCINATION: WHAT EVERY PARENT SHOULD KNOW

What is HPV?

Human papillomavirus (HPV) is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life.

HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. – that's the same as the average attendance for a major league baseball game!

Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines.

HPV vaccination works extremely well. Since HPV vaccination was first recommended in 2006, infections with HPV types that cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.

Vaccination against HPV is recommended by the federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

Who should get the vaccine and when should they get it?

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade.

(Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

Where can I get the HPV vaccine for my child?

Ask your health care provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is covered by most health insurance plans. If you don't have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

Ask your healthcare provider or local health department about VFC. Find doctors participating in VFC in your area.

For more information on HPV, the vaccine, and cancer prevention, visit the Centers for Disease Control and Prevention.

SUICIDE PREVENTION POLICY

The school's Suicide Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Pacific Coast Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, Pacific Coast Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

SUICIDE AWARENESS INFORMATION

Warning Signs of Suicide

It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking or writing about wanting to die or to kill one's self and/making specific threats
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again or giving away favorite possessions
- Increased use/abuse of alcohol or drugs

- Withdrawing from social contact
- Intense mood swings
- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- National Suicide and Crisis Lifeline: 988
- California Youth Crisis Line: 1(800) 843-5200
- HELPline: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking - Text LISTEN to 741-741
- Suicide prevention lifeline - Text TALK to 199-273

Websites

- Trevor Project: https://suicidepreventionlifeline.org/
- Coalition for Youth Crisis Line: https://calyouth.org/cycl/
- Teen Line: https://www.teenline.org/youth
- Know the Signs: https://www.suicideispreventable.org/

FENTANYL USE PREVENTION

The health and safety of our students and staff are a high priority. Therefore, it is important to share some concerning trends we are seeing in California regarding opioids, specifically the drug fentanyl. Fentanyl, an extremely potent and dangerous synthetic opioid, is 80-100 times more potent than morphine and 40-50 times more potent than heroin and, as a result, is a major cause of overdose for unsuspecting individuals. Social media platforms are being used as a way to market and sell synthetic drugs, such as fentanyl.

The United States Drug Enforcement Agency recently identified a new trend in which "rainbow fentanyl" appears

in bright colors and in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. It can resemble the candy Smarties, so it's especially important to be alert around Halloween time. Please share with your children that any pill (regardless of its color, shape, or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly. Oftentimes, people purchasing or taking these pills are unaware that they contain fentanyl.

Things You Can Do

- If you're concerned someone in your life is at risk for opioid overdose, have on-hand the overdose reversal medication naloxone (Narcan). Narcan has no adverse side effects and is available without a physician prescription at most pharmacies.
- If you find any pills that you are unfamiliar with, do not touch them. Call local law enforcement for removal.
- Speak with your student about this information so they know the risks of buying or sharing prescription medication or other drugs, and that fake pills are out there.
- Call local law enforcement if you or your student have seen these rainbow-colored pills. Speaking up may save a friend's life!
- Contact the 24/7 Mental Health & Substance Use Access & Assessment Hotline (888-724-7240) to get help for a friend or loved one struggling with substance abuse.
- Monitor your student's social media usage and discuss how to recognize and report being targeted for marketing of illegal substances.

According to the California Department of Public Health (CDPH) opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl. Additionally, fentanyl-related overdose deaths in California's youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase. As a school community, it's important for us all to be informed and work in partnership to keep our students safe.

HARASSMENT

The school's Harassment Discrimination, Intimidation & Bullying Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

The school is committed to maintaining a learning and working environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, neurodiversity, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance and all acts of the governing board in enacting policies and procedures of the governing board. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school's policies and process for filing a complaint are publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. To report an incident and/or to receive a copy of the school's anti-discrimination, anti- harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the school administration.

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, neurodiversity, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. Violations of this School policy will prompt an investigation and when appropriate, disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to, suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Pacific Coast Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately.

SUSPENSION & EXPULSION

The school’s Suspension and Expulsion Policy can be found on the school website in the About section, under School Board and Board Policies.

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from PCA, without re-enrollment privileges, and must be approved by the PCA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from PCA that may occur at the discretion of the individual PCA Homeschool Teacher, Regional Administrator, or the PCA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that the students, while on or

within view of the Educational Vendor Locations, at a school sponsored activity/field trip, or online.

- Committed academic dishonesty.
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials, students, and/or school property.
- For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive, to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading personnel or student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities/field trips or school attendance.
- Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.
        ii. A post on a social network internet website, including, but not limited to:
            a) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
            b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            c) Creating a false profile for the purpose of having one or more of the effects

listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

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

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Willful Defiance

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

SUSPENSION & EXPULSION FOR STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, PCA shall comply with federal and state law.

DUE PROCESS STATEMENT

Pacific Coast Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

GRIEVANCE POLICY AND PROCEDURE

Pacific Coast Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, gender identity or expression national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher. The Homeschool Teacher and/or supervisor will respond. If the concern or grievance is not resolved, the parent/guardian may request a meeting with school leadership to discuss the concern or grievance. Pacific Coast Academy leadership will investigate and respond within 60 school days. A written email and letter will be sent to the family that will address the concern and outcome.

The charter school is committed to maintaining a learning environment that is free from sexual harassment and shall follow the Title IX grievance procedures for addressing allegations of sexual harassment as defined under Title IX. The Title IX Policy can be found on the school's website in the About section, under School Board and Board Policies.

The charter school has adopted a Uniform Complaint Procedure. Pacific Coast Academy shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-

compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Complaints that the School has refused to approve the use or prohibits the use of any textbook, instructional material, etc., for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code section 51204.5 and 60040, with limited exceptions, should be processed through the Uniform Complaint Procedures. Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found on the school's website in the About section, under School Board and Board Policies.

Pupil Fees

California Education Code (EC) Section 49011 subdivision A states that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. To resolve complaints which may require a more formal process, the Board adopts Uniform Complaint Procedures or "UCP," which can be found on the school's website under About > School Board > Board Policies > Community Relations.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
  Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

  Parents or eligible students who wish to ask the school to amend a record should write to the school Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If Pacific Coast Academy decides not to amend the record as requested by the parent or eligible student, Pacific Coast Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before Pacific Coast Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes

disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific Coast Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Student information maintained in the state's CALPADS system is shared with the California College Guidance Initiative (CCGI) in accordance with Education Code section 60900.5. The CALPADS data will be used to provide pupils and families with direct access to online tools and resources, enable a pupil to transmit information shared with the CCGI to post-secondary educational institutions for purposes of admission and academic placement and to the Student Aid Commission for purposes of determining eligibility form, and increasing uptake of, student financial aid.

Upon request, Pacific Coast Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Student Privacy Policy Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions,

provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To the California Longitudinal Pupil Achievement Data System (an entity with legitimate educational interest in student records)

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Per SB 906, local educational agencies (LEAs) are required to notify parents about California's laws around storing firearms safely.

California law requires parents and legal guardians of all students to keep firearms out of the hands of children by storing firearms in a safe and secure manner, including keeping them locked up when not in use or secured with a locking device that renders the firearm inoperable, and storing firearms separately from ammunition.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]

  - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

[1] See California Civil Code Section 29805.

[2] See California Civil Code Section 1714.3.

[3] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[4] See California Penal Code section 25100(c).

TITLE 1

PARENT AND FAMILY ENGAGEMENT POLICY

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The Parent and Family Engagement Policy can be found on the school website in the About section, under School Board and Board Policies.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@pacificcoastacademy.org.

NOTICE TO FAMILIES REGARDING SPEECH-LANGUAGE PATHOLOGIST QUALIFICATIONS

Speech-Language Pathologists, Speech-Language Pathology Assistants, Required Professional Experience Licensees, and Speech-Language Pathology Aides are licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board: Phone (916) 287 7915, www.speechandhearing.ca.gov

COMPREHENSIVE SEXUAL HEALTH AND HIV PREVENTION EDUCATION (CALIFORNIA HEALTHY YOUTH ACT)

The California Healthy Youth Act (CHYA) of 2016 was extended to charter schools in 2018 (AB 2601). CHYA requires that all California public schools provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. Our school offers the Rights, Respect, Responsibility (3Rs) curriculum to all 8th- and 9th-grade students.

The law requires that schools offer instruction that is inclusive of all students, encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote an understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

We respect your right as a parent to choose what is best for your child. You can download the full curriculum here.

We selected the *3Rs* curriculum because it can be used in your home, preserving your ability to work with your child in your typical homeschool environment. We will provide families access to credentialed teachers who have been trained in the curriculum to help guide and support instruction.

The California Healthy Youth Act permits parents/guardians to excuse their child from "all or part" of comprehensive sexual health and HIV prevention instruction. If you choose to excuse your child from the entire comprehensive sexual health education curriculum, please send a note to your Homeschool Teacher (HST).

Guidelines for requesting to excuse your 8th-grade or 9th-grade child:

- Each excused child must have a letter submitted by their parent or guardian for each year you excuse them from participation.
    - The middle and high school programs are different, and we require separate excusal letters for

the 8th- and 9th-grade programs.

- In the letter, please include the date and your child's full name and grade level.
    - You do not need to sign the letter, but please include your full name.
- Simply state that you are excusing your child from the CHYA instruction.
    - You do not need to provide a reason for the excusal.

You can excuse your child from specific lessons. Please provide your HST with a letter stating the lessons from which you are excusing your child. California does not allow schools to permit parents/guardians to **selectively** excuse their child from "instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions." The following lessons are not subject to selective "opt-out":

- 8th grade: Lessons 1, 2, and 9
- 9th grade: Lessons 1, 3, and 10

NOTICES TO FAMILIES

Cal Grant Applicants

Please be advised that all students in grade 11 will be deemed a Cal Grant applicant unless the pupil opts out within 35 days of the receipt of this Handbook. The School will first send grade point averages to the California Student Aid Commission no later than October 1, with the final submission deadline of October 1 of each year. If you do not wish for your student to be deemed a Cal Grant applicant, please email your high school counselor to opt out within 35 days of your receipt of this Handbook.

Graduation Requirements

If your student is in foster care, a homeless child or youth, a former juvenile court school student, a student who is in a military family, or a migratory child, and they transfer between schools any time after the completion of their second year of high school, or if they are a newcomer student who is in their third or fourth year of high school, your student may be eligible for an exemption from local graduation requirements. Please contact your student's high school counselor to check your student's qualification for this exemption.

Immigration Status Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
    - All children have the right to a free public education.
    - All children ages 6 to 18 years must be enrolled in school.
    - All students and staff have the right to attend safe, secure, and peaceful schools.
    - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    - All students have equal opportunity to participate in any program or activity offered by the school,

and cannot be discriminated against based on their race, nationality, gender, religion or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse to release your child's information in the directory.

Family Safety Plans if you are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school if he/she/they is discriminated against, harassed, intimidated, or bullied on the basis of his/her/their actual or perceived nationality, ethnicity, or immigration status.

NOTICE OF NON-DISCRIMINATION

The Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

Pacific Coast Academy does not discriminate on the basis of sex in any of its programs or activities. Title IX of the Education Amendments of 1972 prohibits PCA from discriminating in such a manner. This prohibition extends to admission, employment, and all programs and activities of PCA. School has designated the following individual as its Title IX Coordinator to receive complaints of sex discrimination, including sexual harassment:

Director of Special Programs
13915 Danielson Street, Suite 103
Poway, CA 92064
(619) 215-0704
schoolsupport@pacificcoastacademy.org

School's Title IX Sex-Based Nondiscrimination Policy and Grievance Procedures are available on the School website at: https://pacificcoastacademy.org/resources/title-ix-policy

Student Rights Under Title IX

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to receive equitable treatment and benefits in the provision of all of the following:
    - Equipment and supplies.
    - Scheduling of games and practices.
    - Transportation and daily allowances.
    - Access to tutoring.
    - Coaching.
    - Locker rooms.
    - Practice and competitive facilities.
    - Medical and training facilities and services.
    - Publicity
- You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
    - You have the right to pursue civil remedies if you have been discriminated against.
    - You have the right to be protected against retaliation if you file a discrimination complaint.

If you have a complaint about Title IX, contact the Title IX Coordinator listed above. You have 180 days of the date of the alleged discrimination, unless the time for filing is extended for good cause by the Title IX Coordinator. Although you are not required to utilize the School's internal grievance procedure, you may do so prior to filing a complaint with the Office of Civil Rights (OCR). If you use the School's internal grievance process, your Title IX complaint must be filed with the Office of Civil Rights within 60 days after the last act of the School's grievance process.

If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Uniform Complaint Procedure. A copy of the School's Uniform Complaint Procedures is available on the School's website.

You may further pursue the complaint by contacting the OCR directly:
https://www2.ed.gov/about/offices/list/ocr/index.html.

The Web link for the OCR complaint form is found at
https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

You may further contact the OCR directly at 800-421-3481 or by emailing ocr@ed.gov.

Pregnant and Parenting Pupils

- The School shall notify pregnant and parenting pupils of their rights and options available under the law through the annual school year welcome packets and through independent study packets. (EC Section 222.5(a))
- The School shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law. (EC Section 222.5(b))
- The School shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. (EC Section 221.51(a); 5 CCR Section 4950; 34 CFR Section 106.40(a))
- The School shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. (EC Section 221.51(b); 5 CCR Section 4950(a); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).
- Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program.
- (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(3)).
- The School treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. (EC Section 221.51(e); 5 CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).
- The School shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The School may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))
- The School shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.
    - Reasonable accommodations under this section include, but are not limited to, all of the following:

        - Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
        - Permission to bring onto a school campus (if applicable) a breast pump and any other equipment used to express breast milk.
        - Access to a power source for a breast pump or any other equipment used to express breast milk.
        - Access to a place to store expressed breast milk safely.
    - A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
    - Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
    - A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Opt Out from Dissecting, etc., Animals

A student may notify his/her/their teacher to refrain from participation in an education project involving the harmful or destructive use of animals. If the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternate education project for the purpose of providing the student an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. A student will not be discriminated against based upon his/her/their decision to exercise these rights.

Use of Pesticides

The Healthy Schools Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (http://www.cdpr.ca.gov) for further information on pesticides and their alternatives.

Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please contact officemanagement@pacificcoastacademy.org.

Asbestos

The School has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be viewed at the school's main office. As applicable, at least once each year, the school will notify parents of inspections, response actions, and post response action activities that are planned or in progress.

PARENT-SCHOOL COMPACT

The Pacific Coast Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the-Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a school, staff at Pacific Coast Academy will

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
    - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
    - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
    - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their schoolwork.
    - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
    - Provide training and workshops, as appropriate, for teachers and parents/guardians.
    - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
    - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
    - Seek parent input related to our Title 1 program, including but not limited to LCAP Advisory Committee.
- Provide ongoing communication between parents/guardians and teachers as follows:
    - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
    - Title I meetings will be held twice per year.
    - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child’s progress:
    - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
    - Teachers will meet, a minimum of every 20 school days, with families to discuss the student’s academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child’s learning in the following ways:

- Monitoring my child/teen’s school attendance
- Supporting the school discipline codes
- Communicating with teachers and staff whenever I have a concern

- Making every effort to attend school events such as MLAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.
- Making sure that assignments and schoolwork are completed
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee

Student Responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Pacific Coast Academy. I also acknowledge that I have discussed this information with my child.

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in your pupil's education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Pacific Coast Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Pacific Coast Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES:_____

NO:_____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____

Coversheet

2025-2026 Compensation Policy and Students in Crisis Salary Schedule

Section: IV. Consent Agenda
Item: D. 2025-2026 Compensation Policy and Students in Crisis Salary Schedule
Purpose:
Submitted by:
Related Material:
PCA 2025-26 Comp Policy_No App_Rev 5.23.25_RED 6.11.25.pdf
PCA 2025-26 Compensation Policy_Rev 05.23.2025.pdf
PCA 2025-26 Student Support_Crisis Advisor Salary_Rev 5.23.25_RED 6.11.25.pdf

Pacific Coast Academy

Compensation Policy

2025-26

TABLE OF CONTENTS

COMPENSATION POLICY 3
Dedication to Non-Discrimination 3
Important Information 3
Compensation Philosophy 3
Medical Opt-Out Stipend 4
CERTIFICATED COMPENSATION 4
Certificated Definition 4
Teacher Definition 4
Salary Placement Guidelines 4
Deputy Executive Director 5
Creditable Years of Experience 5
Credential/Certification 6
Signing Bonus 7
Supplemental Duty Stipends 7
Voluntary Transfer to Lower Role Placement or Teaching Position 8
Additional Supplement Bonus (“Supplement”) 8
PART-TIME TEACHERS 9
For All Part-Time Teachers 9
CLASSIFIED COMPENSATION 10
Experience and Placement 10
Role/Salary Placements 11
Advancements on Pay Scale 11
Lateral Transfer 11
Partial Assignments 11
Reassignments 11
Rehires 11
Experience – Non-Exempt Employees 12
Additional Supplement Bonus (“Supplement”) 12
APPENDICES 14
A. Stipend Chart 14
B. Salary Schedules and Pay Scales 14

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.

- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
    - Exceptional teacher performance that leads to growth and excellence for students
    - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution per year prorated based on the period of service and applicable pay periods.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance with the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Deputy Executive Director

The Deputy Executive Director is the second in command and reports to the Executive Director. This person manages and handles the daily business operations of the organization, working closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. They work with special education and the SELPA to ensure compliance and achievement. This person supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the School. This position may serve more than one School.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience with a maximum placement on year 5 (five).
- Additional years may be granted for employees who have School-desired experience in what the School determines to be "hard-to-staff" positions.
    - One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
    - A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.

<table>
<tr><th colspan="2">Examples of Hard to Staff Positions</th><th>Based on actual number of years worked, may start at the following step:</th></tr>
<tr><td colspan="2">Occupational Therapist
Speech Language Pathologist
Education Specialist-Deaf and Hard of Hearing
Education Specialist-Visual Impairment</td><td>11</td></tr>
<tr><td colspan="2">Adapted Physical Education Teacher
Education Specialist - Extensive Support Needs (ESN)
Education Specialist - Itinerant (fully in-person)</td><td>10</td></tr>
<tr><td>Education Specialist-Mild/Moderate
Job Coach
Nurse</td><td>Paraeducator
Program Specialist
School Psychologist
Special Education Services Coordinator</td><td>6</td></tr>
</table>

- Creditable professional or teaching experience may be earned in:
    - California and US public, charter, and private elementary and secondary schools
    - Accredited foreign public, charter, and private elementary and secondary schools
    - California, US, and foreign accredited universities and colleges
    - Non-public special education contract schools for special education teachers

    - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and are receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

In the event that an adjustment to pay scale placement is issued, adjustments made prior to 10/31 or within 30 days of hire may be applied retroactively that same school year if applicable. If the adjustment is issued outside of 10/31 or 30 days of hire, it will go into effect for eligible employees the following school year. Adjustments made due to School error will be applied to the next applicable pay period.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, post bachelor's credential units, or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series, post bachelor's credential units, or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official

transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- ~~For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units.~~
    - ~~The year in which 98 or more units is achieved, and official transcripts have been received between 7/15 to 10/31 of the current school year, the teacher will finish out that year on level H and current year placement. They will then advance in years of service the preceding school years as outlined on the salary schedule.~~
    - ~~If a teacher has already completed year 10 on the pay scale and turns in 98 or more units between 7/15 to 10/31 of the current school year they will be placed at H-10 regardless of how many previous years have been completed. They will then advance in years of service the preceding school years as outlined on the salary schedule.~~
    - ~~If a teacher has already completed year 10 on the pay scale and turns in 98 or more units after 10/31 of the current school year but prior to 7/14 of the next school year, they may start the new school year on H-11. They will then advance in years of service the preceding school years as outlined on the salary schedule.~~

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply:

Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, or to address specific concerns at the School.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
    - Be certified in the field they are hired to teach.
    - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as, SPED Lead

Teacher, Testing Lead, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.

- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the School throughout the year in line with the Board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching Position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the teacher on the terms.

- The Supplemental work must be separate from the normal job responsibilities.
- The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be prorated based on the percentage of students served compared to a full-time equivalent*. This rate may increase or decrease in direct correlation to the School's operational needs and/or budget approved by the School Board. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the chart below. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's percentage of FTE rate. If a part-time teacher anticipates exceeding the number of approved hours per week.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of less than 35 students is granted due to accommodations approved by the Executive Director employees will receive a prorated salary or an hourly rate based on the Salary Schedule. These staff members will also be given health care benefits contingent upon the teacher's expected maintenance of a case load over 28 students and averaging 30 or more work hours per week. These staff members are considered part-time and will be reported as such for STRS. Once part-time teachers reach the norm minimum standard of 35 students, they will be considered full-time and rated in and placed on the Salary Schedule.

*Depending on the percentage of FTE, this may be a non-exempt position paid at an hourly rate.

Part-Time HST Hourly Schedule					
Percentage of FTE	50%	60%	70%	80%	90%
Number of Regularly Enrolled Students	18	21	24	28	32
Number of Approved Hours Per Week	20	24	30	32	36

Part Time HQT Hourly Schedule				
Number of Sections Covered	1	2	3	4
Number of Approved Hours Per Week	15	20	25	30

Please Note (Non-exempt Employees ONLY):

- No more than your max approved hours should be worked in one calendar week without prior approval.
- No more than 8 hours can be worked in one day.
- Any time over 5 hours in a day must include scheduled lunch.
- No hours may be worked on Holidays.
- No hours are approved over school breaks: (e.g. Thanksgiving Break, Winter Break, Presidents' Break, Spring Break)

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
    - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
    - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
    - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and are receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
    - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
    - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees will be paid on a semi-monthly basis, all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the

service.

- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the classified staff member on the terms.
    - The Supplemental work must be separate from the normal job responsibilities.
    - The work must be completed or in the progress of being completed.

APPENDICES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

Pacific Coast Academy

Compensation Policy

2025-26

TABLE OF CONTENTS

COMPENSATION POLICY 3
Dedication to Non-Discrimination 3
Important Information 3
Compensation Philosophy 3
Medical Opt-Out Stipend 4
CERTIFICATED COMPENSATION 4
Certificated Definition 4
Teacher Definition 4
Salary Placement Guidelines 4
Deputy Executive Director 5
Creditable Years of Experience 5
Credential/Certification 6
Signing Bonus 7
Supplemental Duty Stipends 7
Voluntary Transfer to Lower Role Placement or Teaching Position 8
Additional Supplement Bonus (“Supplement”) 8
PART-TIME TEACHERS 9
For All Part-Time Teachers 9
CLASSIFIED COMPENSATION 10
Experience and Placement 10
Role/Salary Placements 11
Advancements on Pay Scale 11
Lateral Transfer 11
Partial Assignments 11
Reassignments 11
Rehires 11
Experience – Non-Exempt Employees 12
Additional Supplement Bonus (“Supplement”) 12
APPENDICES 14
A. Stipend Chart 14
B. Salary Schedules and Pay Scales 14

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.

- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
    - Exceptional teacher performance that leads to growth and excellence for students
    - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution per year prorated based on the period of service and applicable pay periods.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance with the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Deputy Executive Director

The Deputy Executive Director is the second in command and reports to the Executive Director. This person manages and handles the daily business operations of the organization, working closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. They work with special education and the SELPA to ensure compliance and achievement. This person supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the School. This position may serve more than one School.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience with a maximum placement on year 5 (five).
- Additional years may be granted for employees who have School-desired experience in what the School determines to be "hard-to-staff" positions.
    - One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
    - A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.

<table>
<tr><th colspan="2">Examples of Hard to Staff Positions</th><th>Based on actual number of years worked, may start at the following step:</th></tr>
<tr><td colspan="2">Occupational Therapist
Speech Language Pathologist</td><td>11</td></tr>
<tr><td colspan="2">Adapted Physical Education Teacher
Education Specialist - Extensive Support Needs (ESN)
Education Specialist - Itinerant (fully in-person)</td><td>10</td></tr>
<tr><td>Education Specialist-Mild/Moderate
Job Coach
Nurse</td><td>Paraeducator
Program Specialist
School Psychologist
Special Education Services Coordinator</td><td>6</td></tr>
</table>

- Creditable professional or teaching experience may be earned in:
    - California and US public, charter, and private elementary and secondary schools
    - Accredited foreign public, charter, and private elementary and secondary schools
    - California, US, and foreign accredited universities and colleges
    - Non-public special education contract schools for special education teachers
    - Other regionally accredited educational institutions

- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and are receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

In the event that an adjustment to pay scale placement is issued, adjustments made prior to 10/31 or within 30 days of hire may be applied retroactively that same school year if applicable. If the adjustment is issued outside of 10/31 or 30 days of hire, it will go into effect for eligible employees the following school year. Adjustments made due to School error will be applied to the next applicable pay period.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, post bachelor's credential units, or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series, post bachelor's credential units, or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective

beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units.
    - The year in which 98 or more units is achieved, and official transcripts have been received between 7/15 to 10/31 of the current school year, the teacher will finish out that year on level H and current year placement. They will then advance in years of service the preceding school years as outlined on the salary schedule.
    - If a teacher has already completed year 10 on the pay scale and turns in 98 or more units between 7/15 to 10/31 of the current school year they will be placed at H-10 regardless of how many previous years have been completed. They will then advance in years of service the preceding school years as outlined on the salary schedule.
    - If a teacher has already completed year 10 on the pay scale and turns in 98 or more units after 10/31 of the current school year but prior to 7/14 of the next school year, they may start the new school year on H-11. They will then advance in years of service the preceding school years as outlined on the salary schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply:

Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, or to address specific concerns at the School.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
    - Be certified in the field they are hired to teach.
    - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as, SPED Lead Teacher, Testing Lead, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities

that carry over from year to year.

- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the School throughout the year in line with the Board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching Position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the teacher on the terms.
    - The Supplemental work must be separate from the normal job responsibilities.

- The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be prorated based on the percentage of students served compared to a full-time equivalent*. This rate may increase or decrease in direct correlation to the School's operational needs and/or budget approved by the School Board. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the chart below. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's percentage of FTE rate. If a part-time teacher anticipates exceeding the number of approved hours per week.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of less than 35 students is granted due to accommodations approved by the Executive Director employees will receive a prorated salary or an hourly rate based on the Salary Schedule. These staff members will also be given health care benefits contingent upon the teacher's expected maintenance of a case load over 28 students and averaging 30 or more work hours per week. These staff members are considered part-time and will be reported as such for STRS. Once part-time teachers reach the norm minimum standard of 35 students, they will be considered full-time and rated in and placed on the Salary Schedule.

*Depending on the percentage of FTE, this may be a non-exempt position paid at an hourly rate.

Part-Time HST Hourly Schedule					
Percentage of FTE	50%	60%	70%	80%	90%
Number of Regularly Enrolled Students	18	21	24	28	32
Number of Approved Hours Per Week	20	24	30	32	36

Part Time HQT Hourly Schedule				
Number of Sections Covered	1	2	3	4
Number of Approved Hours Per Week	15	20	25	30

Please Note (Non-exempt Employees ONLY):

- No more than your max approved hours should be worked in one calendar week without prior approval.
- No more than 8 hours can be worked in one day.
- Any time over 5 hours in a day must include scheduled lunch.
- No hours may be worked on Holidays.
- No hours are approved over school breaks: (e.g. Thanksgiving Break, Winter Break, Presidents' Break, Spring Break)

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
    - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
    - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
    - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- Staff who do not complete at least 50% of the school year or hired on or after the start of the 2nd semester and are receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy unless otherwise required by law.

- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
    - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
    - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees will be paid on a semi-monthly basis, all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the School.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed $35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the

service.

- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - The Executive Director must first agree with the classified staff member on the terms.
    - The Supplemental work must be separate from the normal job responsibilities.
    - The work must be completed or in the progress of being completed.

APPENDICES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

Pacific Coast Academy – 2025-26
Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Advanced 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
Advanced 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 in Motion Instructor	$7,000	Paid to a designated HST who applied and received the position to facilitate monthly in-person Art in Motion lessons in a designated area.	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.	35
Art in Motion Lead	$16,200	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.	35
Art in Motion Teacher	$750/lesson	Paid to teachers who facilitate an in-person art lesson as part of the Art in Motion program.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
BizTown Teacher	$6,300	Paid to a designated HST who applied and received the position to facilitate online instruction and in-person field trip for the BizTown Class.	Eligibility starts at the beginning of the school year or once the teaching begins.	Paid as a lump sum after completion of the work.	35
California Healthy Youth Act (CHYA)	$2,500	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.	35
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
Community Day Lead	$8,100	Paid to a credentialed teacher who applied and received the position to be the lead for their 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.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Counselor - Extra Section	$450 per week for each section of counseling coverage over 3 sections.	Provided to School Counselors with a PPS who serve an extra section of students as School Counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4th section
Counselor - Summer School	$6,000	Paid to Counselor who supports concurrent enrollment process during the summer as well as summer school	Eligibility starts at the beginning of the June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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)	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	$10,800	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.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
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
Esports Coach	$5,400	Paid to a certificated teacher who facilitates online practice sessions and in-person tournaments.	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.	Full time roster (can be HST or SPED)

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST 35 HST-SE: 30 Team Principal & Team Principal-SE: 5 Coordinator: 16 Online Teacher: 30
Extra Student - Secondary Education	$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.	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 HST-SE: 19/30 Program Coordinator-SE: 9/16 Team Principal-SE: 5/5
Extra Students - Highly Qualified Teacher	$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
Induction Coach	$2,500 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
Leadership Lab & Student Council Teacher	$7,200	Paid to a designated employee who applied and received the position to facilitate online instruction and in-person components to Student Council.	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.	Normal

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Medical Benefit Opt-Out	$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	$3,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Mileage Senior Directors and Team Principals	$5,000 per year	Senior Directors and Team Principals who must travel to monthly meetings, conferences, and events.	Eligibility aligns with the employees' pay schedule.	Senior Director: paid 12 months; July - June. Team Principal: paid bimonthly over 10 months; August - May. Both will be prorated based on period of service during the school year.	N/A
New Position Planning	$600 per week	Paid to certificated teachers in coordinator positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts at the beginning of May.	Paid in a lump sum at the end of June	N/A
Occupational Therapist Extended School Year (ESY)	$5,000	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-English Language Development Half-Time	$7,000	Paid to a credentialed teacher who applied and received the position to teach ELD classes, 3 hours weekly.	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	Designated Amount: 35, including 7 EL students

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Online Teacher - Sub	$35/hour with a total of 2 hours expected	Paid to a designated certificated staff member.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Online Teacher- Spark Co-Teacher	$5,400 per semester	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 10 months; August-May. Will be prorated based on period of service during the school year.	35
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
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

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
PCA Presents: Teacher Participation	$50 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 expenses, 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
Robotics Competition Teacher (Tournament)	$1,000/tournament	Paid to a designated HST wo applied and received the position to attend tournaments with the Robotics Team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid as a lump sum after completion of the work.	N/A
Robotics Teacher (Competition Team)	$14,000	Paid to a designated HST who applied and received the position to provide Robotics instruction for 2 robotics classes.	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.	35
Robotics Teacher at Worlds (Competition Team)	$500/night	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics Team.	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics team.	Paid as a lump sum after completion of the work.	N/A
Special Programs Lead	$12,600	Paid to a credentialed teacher who applied and received a Special Programs 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.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Assessment Team Overage	$200 per additional assessment	Paid to Education specialists completing more than 15 assessments per month	Stipend is earned the pay period after the additional assessment is assigned.	Paid as lump sum after completion of the work.	15
SPED Extended School Year (ESY)	$5,000	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	$6,000	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	$300 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (e.g. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = $1,500 Up to .5 in-person (20 hours per week) = $3,000 Up to .75 in-person (30 hours per week) = $4,500 Up to 1.0 - in-person (40 hours per week) = $6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Occupational Therapist Extended School Year (ESY)	$5,000	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

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Occupational Therapist Lead	$4,000	Paid to a credentialed Occupational Therapist who supports the other Occupational Therapists in the field of special education assessment and/or service delivery.	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 School Psychologist Lead	$4,000	Paid to a credentialed School Psychologist who supports the other School Psychologists in the field of special education assessment and/or service delivery.	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 SCSA Extra Duties	Staff's hourly rate as currently placed on the salary schedule.	Provided to SPED Teacher and Program Specialist 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
SPED Teacher Extra Student	Mild/Moderate $250/month per extra student. Extensive Support Needs (ESN) $600/month per extra student	If the Associate Executive Director-Student Support assigns additional students to their full-time caseload, the employee will be compensated for those students.	Eligibility starts the first pay period after the caseload surpasses the caseload limit.	Paid bimonthly over 10 months; August - May.	Designated Amount: Mild/Mod: 23 ESN: 10 MM Decoding: 20 M/M Lead: 13 ESN Lead: 7
SPED Teacher Lead	$4,000	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.	Designated Amount: Mild/Mod: 13 ESN: 7
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

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Lead	$4,000	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 school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Success Squad Teacher	$9,000	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.	N/A
Summer School Content - Highly Qualified Teacher	$2,500 - $4,000 for 50-100 students	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.	0-49: $2,500 50-100: $4,000
Summer School - HST	$2,500 - $5,500	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.	0-29: $2,500 30-59: $4,000 60-89: $5,500
Testing & Data Team Lead	$9,000	Paid to a credentialed teacher who applied and received the position to be the lead for their 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.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
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

Pacific Coast Academy – 2025-26 Salary Schedule
Administrator and Director

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

Placement

Director Level 1
Assistant Director of Human Resources
Director of Achievement & Accreditation
Director of ChoicePlus Academy
Director of Compliance
Director of Counseling
Director of Edgenuity
Director of Professional Development & Student Data
Director of Secondary Curriculum
Director of Secondary Education
Director of Special Education
Director of Special Programs
Director of Student Affairs
Director of Student Engagement
Director of Student Support
Director of Testing
Director of TK-8

Director Level 2
Director of School Accountability
Director of Accounting
Director of Enrichment
Director of Human Resources
Director of Personnel Development
Director of Technology
Director of Technology Systems
Director of Vendor Services

Director Level 3
Associate Executive Director-Student Services
Associate Executive Director-Secondary Education

Off-Cycle
Deputy Executive Director
$225,000-$299,000

Annualized salary includes 228 work days. The 228 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – 2025-26 Salary Schedule
Certificated Coordinator

Year	Coordinator Level 1	Year	Coordinator Level 1	Year	Coordinator Level 2	Year	Coordinator Level 2	Placement
1	$103,300	**10**	$125,000	**1**	$108,300	**10**	$132,000	**Level 1** Coordinator – must carry a roster of 16 students. **Level 2** Program Coordinator-HQT must teach a minimum of 2 classes. Coordinator-Secondary Education – must carry 9 secondary education students. Program Coordinator-Student Support – does not carry a roster. Annualized salary includes 206 work days. The206 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
2	$105,600	**11**	$126,300	**2**	$110,600	**11**	$135,300	
3	$108,000	**13**	$129,500	**3**	$113,000	**13**	$138,700	
4	$110,500	**15**	$132,800	**4**	$115,500	**15**	$142,200	
5	$113,000	**17**	$136,200	**5**	$118,000	**17**	$145,800	
6	$115,600	**19**	$139,700	**6**	$120,600	**19**	$149,500	
7	$118,200	**21**	$143,200	**7**	$123,200	**21**	$153,300	
8	$121,000	**25**	$149,000	**8**	$126,000	**25**	$159,500	
9	$123,700			**9**	$128,700			

Pacific Coast Academy – 2025-26 Salary Schedule
Certificated Support

Year	Group 1	Year	Group 2	Year	Group 3	Year	Group 4	Year	Group 5	Year	Group 5
1	$79,500	1	$79,700	1	$83,600	1	$91,400	1	$115,300	11	$138,700
3	$83,500	3	$83,800	3	$87,900	3	$94,700	2	$117,600	12	$142,500
5	$87,100	5	$88,200	5	$92,500	5	$99,500	3	$120,000	13	$146,400
7	$91,500	7	$92,900	7	$97,500	7	$104,400	4	$122,500	14	$150,400
9	$96,000	9	$97,800	9	$102,500	9	$109,600	5	$125,000	15	$154,500
11	$100,900	11	$102,800	11	$107,700	11	$115,100	6	$127,600	17	$158,700
13	$103,500	13	$105,400	13	$110,400	13	$118,000	7	$130,200	19	$165,500
15	$106,100	15	$108,100	15	$113,200	15	$121,000	8	$133,000	21	$169,700
17	$108,800	17	$110,900	17	$116,100	17	$124,100	9	$135,700	23	$174,000
19	$111,600	19	$113,700	19	$119,100	19	$127,300	10	$137,200	25	$178,400
21	$114,400	21	$116,600	21	$122,100	21	$130,500				
23	$117,300	23	$119,600	23	$125,200	23	$133,800				
25	$120,300	25	$122,600	25	$128,400	25	$137,200				

Placement

Group 1
Nurse
Orientation and Mobility Specialist
Education Specialist-Deaf and Hard of Hearing (DHH)
Education Specialist-Visual Impairments

Group 2
Occupational Therapist
Physical Therapist

Group 3
Speech/Language Pathologist

Group 4
School Psychologist
Educationally Related Mental Health Services Counselor
Mental Health Professional/ Social Worker

Group 5
Program Specialist

Group 1 - 4: Annualized salary includes 201 work days.

Group 5: Annualized salary includes 206 work days.

The listed number of work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – 2025-26 Salary Schedule

Classified 191 & 228

Work Days	191	191	191	228	228	228	228	
Group	**Specialist Level 1**	**Specialist Level 2**	**Specialist Level 3**	**Specialist Level 1**	**Specialist Level 2**	**Specialist Level 3**	**Specialist Level 4/ Executive Asst.**	**Placement**
A	$19.34	$22.60	$37.11	$19.34	$22.60	$23.90	$29.10	
B	$19.73	$23.12	$38.25	$19.73	$23.12	$24.56	$29.88	New classified team members will be placed on this pay schedule based on: *Experience in their field of expertise *Education level, degrees or certificates *Comparable industry standard compensation Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
C	$20.13	$23.77	$39.40	$20.13	$23.77	$25.20	$30.66	
D	$20.65	$24.29	$40.58	$20.65	$24.29	$25.85	$31.57	
E	$21.17	$24.81	$41.80	$21.17	$24.81	$26.50	$32.35	
F	$21.82	$25.46	$43.05	$21.82	$25.46	$27.21	$33.27	
G	$22.34	$26.11	$44.34	$22.34	$26.11	$27.93	$34.18	
H	$22.86	$26.76	$45.67	$22.86	$26.76	$28.72	$35.08	
I	$24.16	$27.40	$47.04	$24.16	$27.40	$29.49	$36.00	
J	$25.42	$28.06	$48.45	$25.42	$28.06	$30.27	$36.90	
K	$26.11	$28.79	$49.90	$26.11	$28.79	$30.95	$37.55	
L	$26.87	$29.62	$51.40	$26.87	$29.62	$31.50	$38.25	
M	$27.54	$30.36	$52.69	$27.54	$30.36	$32.29	$39.21	
N	$27.54	$30.36	$52.69	$27.54	$30.36	$32.29	$39.21	
O	$28.23	$31.12	$54.00	$28.23	$31.12	$33.09	$40.19	
P	$28.23	$31.12	$54.00	$28.23	$31.12	$33.09	$40.19	
Q	$28.94	$31.90	$55.35	$28.94	$31.90	$33.92	$41.19	
R	$28.94	$31.90	$55.35	$28.94	$31.90	$33.92	$41.19	
S	$29.66	$32.69	$56.74	$29.66	$32.69	$34.77	$42.22	
T	$29.66	$32.69	$56.74	$29.66	$32.69	$34.77	$42.22	
U	$30.40	$33.51	$58.15	$30.40	$33.51	$35.64	$43.28	
V	$30.40	$33.51	$58.15	$30.40	$33.51	$35.64	$43.28	
W	$31.16	$34.35	$59.61	$31.16	$34.35	$36.53	$44.36	
X	$31.16	$34.35	$59.61	$31.16	$34.35	$36.53	$44.36	
Y	$31.94	$35.21	$61.10	$31.94	$35.21	$37.44	$45.47	

Pacific Coast Academy – 2025-26 Salary Schedule
Counselor

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$81,200	$81,200	$81,200	$84,100	Annualized salary includes 199 work days. The 199 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
2	$81,200	$81,200	$84,100	$84,100	
3	$81,200	$81,200	$87,400	$87,400	
4	$81,200	$82,500	$90,900	$90,900	
5	$81,200	$82,500	$94,200	$94,200	
6	$85,200	$83,700	$97,500	$98,500	
7	$85,200	$86,900	$101,000	$102,000	
8	$88,100	$90,200	$104,500	$105,500	
9	$89,700	$93,600	$108,200	$109,200	
10	$91,300	$97,000	$112,000	$113,500	
11	$93,000	$100,600	$116,000	$118,000	
12	$95,400	$103,200	$118,900	$121,000	
14	$97,800	$105,800	$121,900	$124,100	
16	$100,300	$108,500	$125,000	$127,300	
18	$102,900	$111,300	$128,200	$130,500	
20	$105,500	$114,100	$131,500	$133,800	
25	$109,800	$118,700	$136,800	$139,200	

Pacific Coast Academy – 2025-26 Salary Schedule
Education Specialist & Adapted Physical Education Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$68,000	$70,000	$74,300	$74,300	
2	$69,900	$70,000	$77,000	$77,000	Annualized salary includes 191 work days. The191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$72,500	$72,500	$79,300	$79,300	
4	$73,800	$74,600	$81,700	$83,200	
5	$76,500	$77,900	$85,100	$87,200	
6	$78,500	$81,300	$87,600	$91,200	
7	$84,300	$84,700	$90,200	$95,200	
8	$86,300	$88,100	$93,400	$98,700	
9	$88,400	$91,500	$96,800	$102,200	
10	$91,500	$93,900	$100,300	$105,800	
11	$94,800	$96,400	$104,000	$109,600	
12	$97,200	$98,900	$106,600	$112,400	
14	$99,700	$101,400	$109,300	$115,300	
16	$102,200	$104,000	$112,100	$118,200	
18	$104,800	$106,600	$115,000	$121,200	
20	$107,500	$109,300	$117,900	$124,300	
25	$111,800	$113,700	$122,700	$129,300	

Pacific Coast Academy – 2025-26 Salary Schedule
HQT & Intervention Teacher

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

Placement

HQT
Base number of students is 200

Intervention Teacher
Does not hold a roster

Annualized salary includes 191 work days. The191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

Staff holding an alternative certification (intern or emergency) are restricted to A1, A2.

Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – 2025-26 Salary Schedule
Homeschool Teacher (HST)

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$76,100	$76,100	$76,100	$76,100	
2	$76,100	$76,100	$76,100	$76,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$76,100	$76,100	$76,100	$76,100	
4	$76,100	$76,100	$78,300	$78,800	
5	$76,100	$78,300	$78,300	$80,300	
6	$76,100	$78,300	$80,300	$82,400	
7	$76,100	$80,300	$80,300	$85,500	
8	$78,300	$80,300	$82,400	$88,800	
9	$80,300	$82,400	$85,500	$92,300	
10	$82,400	$84,500	$89,900	$96,000	
11	$82,400	$86,700	$94,600	$99,900	
12	$84,500	$88,900	$97,000	$104,000	
14	$86,700	$91,200	$99,500	$106,600	
16	$88,900	$93,500	$102,000	$109,300	
18	$91,200	$95,900	$104,600	$112,100	
20	$93,500	$98,300	$107,300	$115,000	
25	$97,300	$102,300	$111,600	$119,600	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Community Day Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$84,200	$84,200	$84,200	$84,200	
2	$84,200	$84,200	$84,200	$84,200	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$84,200	$84,200	$84,200	$84,200	
4	$84,200	$84,200	$86,400	$86,900	
5	$84,200	$86,400	$86,400	$88,400	
6	$84,200	$86,400	$88,400	$90,500	
7	$84,200	$88,400	$88,400	$93,600	
8	$86,400	$88,400	$90,500	$96,900	
9	$88,400	$90,500	$93,600	$100,400	
10	$90,500	$92,600	$98,000	$104,100	
11	$90,500	$94,800	$102,700	$108,000	
12	$92,600	$97,000	$105,100	$112,100	
14	$94,800	$99,300	$107,600	$114,700	
16	$97,000	$101,600	$110,100	$117,400	
18	$99,300	$104,000	$112,700	$120,200	
20	$101,600	$106,400	$115,400	$123,100	
25	$105,400	$110,400	$119,700	$127,700	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Elevate Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$86,900	$86,900	$86,900	$86,900	
2	$86,900	$86,900	$86,900	$86,900	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$86,900	$86,900	$86,900	$86,900	
4	$86,900	$86,900	$89,100	$89,600	
5	$86,900	$89,100	$89,100	$91,100	
6	$86,900	$89,100	$91,100	$93,200	
7	$86,900	$91,100	$91,100	$96,300	
8	$89,100	$91,100	$93,200	$99,600	
9	$91,100	$93,200	$96,300	$103,100	
10	$93,200	$95,300	$100,700	$106,800	
11	$93,200	$97,500	$105,400	$110,700	
12	$95,300	$99,700	$107,800	$114,800	
14	$97,500	$102,000	$110,300	$117,400	
16	$99,700	$104,300	$112,800	$120,100	
18	$102,000	$106,700	$115,400	$122,900	
20	$104,300	$109,100	$118,100	$125,800	
25	$108,100	$113,100	$122,400	$130,400	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Secondary Education-Community Day Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$89,200	$89,200	$89,200	$89,200	
2	$89,200	$89,200	$89,200	$89,200	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$89,200	$89,200	$89,200	$89,200	
4	$89,200	$89,200	$91,400	$91,900	
5	$89,200	$91,400	$91,400	$93,400	
6	$89,200	$91,400	$93,400	$95,500	
7	$89,200	$93,400	$93,400	$98,600	
8	$91,400	$93,400	$95,500	$101,900	
9	$93,400	$95,500	$98,600	$105,400	
10	$95,500	$97,600	$103,000	$109,100	
11	$95,500	$99,800	$107,700	$113,000	
12	$97,600	$102,000	$110,100	$117,100	
14	$99,800	$104,300	$112,600	$119,700	
16	$102,000	$106,600	$115,100	$122,400	
18	$104,300	$109,000	$117,700	$125,200	
20	$106,600	$111,400	$120,400	$128,100	
25	$110,400	$115,400	$124,700	$132,700	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Secondary Education

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$81,100	$81,100	$81,100	$81,100	
2	$81,100	$81,100	$81,100	$81,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$81,100	$81,100	$81,100	$81,100	
4	$81,100	$81,100	$83,300	$83,800	
5	$81,100	$83,300	$83,300	$85,300	
6	$81,100	$83,300	$85,300	$87,400	
7	$81,100	$85,300	$85,300	$90,500	
8	$83,300	$85,300	$87,400	$93,800	
9	$85,300	$87,400	$90,500	$97,300	
10	$87,400	$89,500	$94,900	$101,000	
11	$87,400	$91,700	$99,600	$104,900	
12	$89,500	$93,900	$102,000	$109,000	
14	$91,700	$96,200	$104,500	$111,600	
16	$93,900	$98,500	$107,000	$114,300	
18	$96,200	$100,900	$109,600	$117,100	
20	$98,500	$103,300	$112,300	$120,000	
25	$102,300	$107,300	$116,600	$124,600	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Secondary Education-Elevate Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$91,900	$91,900	$91,900	$91,900	
2	$91,900	$91,900	$91,900	$91,900	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$91,900	$91,900	$91,900	$91,900	
4	$91,900	$91,900	$94,100	$94,600	
5	$91,900	$94,100	$94,100	$96,100	
6	$91,900	$94,100	$96,100	$98,200	
7	$91,900	$96,100	$96,100	$101,300	
8	$94,100	$96,100	$98,200	$104,600	
9	$96,100	$98,200	$101,300	$108,100	
10	$98,200	$100,300	$105,700	$111,800	
11	$98,200	$102,500	$110,400	$115,700	
12	$100,300	$104,700	$112,800	$119,800	
14	$102,500	$107,000	$115,300	$122,400	
16	$104,700	$109,300	$117,800	$125,100	
18	$107,000	$111,700	$120,400	$127,900	
20	$109,300	$114,100	$123,100	$130,800	
25	$113,100	$118,100	$127,400	$135,400	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Secondary Education-Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$93,700	$93,700	$93,700	$93,700	
2	$93,700	$93,700	$93,700	$93,700	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$93,700	$93,700	$93,700	$93,700	
4	$93,700	$93,700	$95,900	$96,400	
5	$93,700	$95,900	$95,900	$97,900	
6	$93,700	$95,900	$97,900	$100,000	
7	$93,700	$97,900	$97,900	$103,100	
8	$95,900	$97,900	$100,000	$106,400	
9	$97,900	$100,000	$103,100	$109,900	
10	$100,000	$102,100	$107,500	$113,600	
11	$100,000	$104,300	$112,200	$117,500	
12	$102,100	$106,500	$114,600	$121,600	
14	$104,300	$108,800	$117,100	$124,200	
16	$106,500	$111,100	$119,600	$126,900	
18	$108,800	$113,500	$122,200	$129,700	
20	$111,100	$115,900	$124,900	$132,600	
25	$114,900	$119,900	$129,200	$137,200	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Secondary Education-Testing & Data Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$90,100	$90,100	$90,100	$90,100	
2	$90,100	$90,100	$90,100	$90,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$90,100	$90,100	$90,100	$90,100	
4	$90,100	$90,100	$92,300	$92,800	
5	$90,100	$92,300	$92,300	$94,300	
6	$90,100	$92,300	$94,300	$96,400	
7	$90,100	$94,300	$94,300	$99,500	
8	$92,300	$94,300	$96,400	$102,800	
9	$94,300	$96,400	$99,500	$106,300	
10	$96,400	$98,500	$103,900	$110,000	
11	$96,400	$100,700	$108,600	$113,900	
12	$98,500	$102,900	$111,000	$118,000	
14	$100,700	$105,200	$113,500	$120,600	
16	$102,900	$107,500	$116,000	$123,300	
18	$105,200	$109,900	$118,600	$126,100	
20	$107,500	$112,300	$121,300	$129,000	
25	$111,300	$116,300	$125,600	$133,600	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$88,700	$88,700	$88,700	$88,700	
2	$88,700	$88,700	$88,700	$88,700	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$88,700	$88,700	$88,700	$88,700	
4	$88,700	$88,700	$90,900	$91,400	
5	$88,700	$90,900	$90,900	$92,900	
6	$88,700	$90,900	$92,900	$95,000	
7	$88,700	$92,900	$92,900	$98,100	
8	$90,900	$92,900	$95,000	$101,400	
9	$92,900	$95,000	$98,100	$104,900	
10	$95,000	$97,100	$102,500	$108,600	
11	$95,000	$99,300	$107,200	$112,500	
12	$97,100	$101,500	$109,600	$116,600	
14	$99,300	$103,800	$112,100	$119,200	
16	$101,500	$106,100	$114,600	$121,900	
18	$103,800	$108,500	$117,200	$124,700	
20	$106,100	$110,900	$119,900	$127,600	
25	$109,900	$114,900	$124,200	$132,200	

Pacific Coast Academy – 2025-26 Salary Schedule
HST-Testing & Data Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$85,100	$85,100	$85,100	$85,100	
2	$85,100	$85,100	$85,100	$85,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$85,100	$85,100	$85,100	$85,100	
4	$85,100	$85,100	$87,300	$87,800	
5	$85,100	$87,300	$87,300	$89,300	
6	$85,100	$87,300	$89,300	$91,400	
7	$85,100	$89,300	$89,300	$94,500	
8	$87,300	$89,300	$91,400	$97,800	
9	$89,300	$91,400	$94,500	$101,300	
10	$91,400	$93,500	$98,900	$105,000	
11	$91,400	$95,700	$103,600	$108,900	
12	$93,500	$97,900	$106,000	$113,000	
14	$95,700	$100,200	$108,500	$115,600	
16	$97,900	$102,500	$111,000	$118,300	
18	$100,200	$104,900	$113,600	$121,100	
20	$102,500	$107,300	$116,300	$124,000	
25	$106,300	$111,300	$120,600	$128,600	

Pacific Coast Academy – 2025-26 Salary Schedule
Online Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$90,100	$90,100	$90,100	$90,100	Spark Teacher English Language Development Teacher Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
2	$90,100	$90,100	$90,100	$90,100	
3	$90,100	$90,100	$90,100	$90,100	
4	$90,100	$90,100	$92,300	$92,800	
5	$90,100	$92,300	$92,300	$94,300	
6	$90,100	$92,300	$94,300	$96,400	
7	$90,100	$94,300	$94,300	$99,500	
8	$92,300	$94,300	$96,400	$102,800	
9	$94,300	$96,400	$99,500	$106,300	
10	$96,400	$98,500	$103,900	$110,000	
11	$96,400	$100,700	$108,600	$113,900	
12	$98,500	$102,900	$111,000	$118,000	
14	$100,700	$105,200	$113,500	$120,600	
16	$102,900	$107,500	$116,000	$123,300	
18	$105,200	$109,900	$118,600	$126,100	
20	$107,500	$112,300	$121,300	$129,000	
25	$111,300	$116,300	$125,600	$133,600	

Pacific Coast Academy – 2025-26 Salary Schedule
Student Support Advisor & Students in Crisis Advisor

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$84,100	$84,200	$84,200	$84,200	
2	$84,100	$84,200	$84,200	$84,200	Annualized salary includes 201 work days. The 201 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$84,200	$84,200	$84,200	$84,200	
4	$84,200	$84,200	$84,200	$88,300	
5	$84,200	$84,200	$86,600	$92,400	
6	$84,200	$85,400	$89,900	$96,500	
7	$84,200	$88,600	$93,400	$100,700	
8	$86,400	$91,900	$96,900	$104,300	
9	$89,600	$95,200	$100,300	$107,800	
10	$92,900	$98,100	$103,800	$111,500	
11	$96,400	$101,100	$107,500	$115,400	
12	$98,800	$103,600	$110,200	$118,300	
14	$101,200	$106,200	$112,900	$121,200	
16	$103,700	$108,800	$115,700	$124,200	
18	$106,300	$111,500	$118,600	$127,300	
20	$108,900	$114,300	$121,500	$130,500	
25	$113,200	$118,800	$126,300	$135,600	

Pacific Coast Academy – 2025-26 Salary Schedule
Team Principal & Team Principal-Secondary Education

Year	Team Principal	Year	Team Principal	Year	Team Principal – Secondary Education	Year	Team Principal – Secondary Education	Placement
1	$115,300	**10**	$137,200	**1**	$125,300	**10**	$147,200	Annualized salary includes 212 work days. The 212 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 5 students. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
2	$117,600	**11**	$138,700	**2**	$127,600	**11**	$148,700	
3	$120,000	**13**	$142,500	**3**	$130,000	**13**	$152,500	
4	$122,500	**15**	$146,400	**4**	$132,500	**15**	$156,400	
5	$125,000	**17**	$150,400	**5**	$135,000	**17**	$160,400	
6	$127,600	**19**	$154,500	**6**	$137,600	**19**	$164,500	
7	$130,200	**21**	$158,700	**7**	$140,200	**21**	$168,700	
8	$133,000	**25**	$165,500	**8**	$143,000	**25**	$175,500	
9	$135,700			**9**	$145,700			

Pacific Coast Academy – 2025-26 Salary Schedule

Technology Department

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

Placement

Group 1
IT Tech (ITT)
Order Fulfillment Specialist (OFS)

Group 2
IT Tech 2 (ITT 2)
Order Fulfillment Specialist 2 (OFS 2)
IT Administrative Assistant (ITAA)

Group 3
IT Support Specialist (ITSS)

Group 4
IT Support Specialist 2 (ITSS 2)
IT Provisioning Manager (ITPM)
Tech Coordinator (TC)

Group 5
Order Fulfillment Coordinator (OFC)
IT Support Specialist 3 (ITSS 3)
Data Analyst
Tech Coordinator 2 (TC 2)
DevOps Engineer 1 (DO 1)

Group 6
DevOps Engineer 2 (DO 2)

Group 7
IT Administrator (ITA)

Group 8
IT Manager (ITM)

New classified team members will be placed on this pay schedule based on:

*Experience in their field of expertise
*Education level, degrees or certificates
*Comparable industry standard compensation

Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – 2025-26 Salary Schedule

Student Support Advisor & ~~Students in Crisis Advisor~~ Educational Access Advisor

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$84,100	$84,200	$84,200	$84,200	
2	$84,100	$84,200	$84,200	$84,200	Annualized salary includes 201 work days. The 201 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$84,200	$84,200	$84,200	$84,200	
4	$84,200	$84,200	$84,200	$88,300	
5	$84,200	$84,200	$86,600	$92,400	
6	$84,200	$85,400	$89,900	$96,500	
7	$84,200	$88,600	$93,400	$100,700	
8	$86,400	$91,900	$96,900	$104,300	
9	$89,600	$95,200	$100,300	$107,800	
10	$92,900	$98,100	$103,800	$111,500	
11	$96,400	$101,100	$107,500	$115,400	
12	$98,800	$103,600	$110,200	$118,300	
14	$101,200	$106,200	$112,900	$121,200	
16	$103,700	$108,800	$115,700	$124,200	
18	$106,300	$111,500	$118,600	$127,300	
20	$108,900	$114,300	$121,500	$130,500	
25	$113,200	$118,800	$126,300	$135,600	

Coversheet

Grade Appeal Policy

Section: IV. Consent Agenda
Item: E. Grade Appeal Policy
Purpose:
Submitted by:
Related Material: PCA-Grade_Appeal_Policy_Rev 10.29.20_RED 4.10.25.pdf

Grade Appeal Policy

Parents/guardians and students are encouraged to take an active role in monitoring academic progress, including grades. If there is a concern about a grade on a specific assignment, the parent/guardian or student should reach out to the teacher of the course.

The final semester grade for each course will be determined by the teacher of the course. The parent/guardian may appeal a semester grade based only on the following grounds:

1. Mistake
2. Bad Faith

To appeal a semester grade, the parent/guardian must take the following steps within sixty (60) calendar days of the end of the semester:

1. Submit a request for grade change to the teacher of the course.
    a. The request must include specifically how the grade reflects a mistake or bad faith. Any supporting documentation should be included with the appeal.
2. The teacher will take the following steps:
    a. Should the teacher agree to change the grade, the teacher will notify the parent/guardian in writing of the new grade, and the change will be made in the student's official record within ten (10) school days of the receipt of the grade appeal.
    b. Should the teacher not agree to change the grade, the teacher will notify the parent/guardian~~, Director of High School, and School Executive Director~~ of the decision within ten (10) school days of the receipt of the grade appeal.

Parents/guardians may appeal a teacher's decision to school administration or submit an appeal directly to administration if the teacher is no longer employed by the school. This appeal must be submitted within ten (10) days of the date of the teacher's written decision or, if the teacher is no longer employed by the school during the sixty (60) days after the end of the semester, within that sixty (60) day timeframe.

1. The parent/guardian will submit a written request to the Associate Executive Director-Secondary Education ~~Director of High School~~ or School Executive Director.
    a. The written appeal must include specifically how the grade reflects a mistake or bad faith. Any supporting documentation should be included with the appeal.
2. The School ~~Director of High School or School Executive Director~~ shall request any additional supporting information from all involved parties~~ and schedule a phone meeting with the parent/guardian~~.
3. The School ~~Director of High School or School Executive Director~~ will inform the parent/guardian of the result of the appeal. This notice will be sent in writing (email) within fifteen (15) school days of the receipt of the grade appeal.

Coversheet

Expenses

Section: IV. Consent Agenda
Item: F. Expenses
Purpose:
Submitted by:
Related Material:
REDACTED - PCA - 05.25.25 - Southwest Airlines - Krystin's Divvy Card - $506.61.pdf
REDACTED - PCA - 05.26.25 - Southwest Airlines - Krystin's Divvy Card - $219.99.pdf

Mary Schmid <mary.schmid@pacificcoastacademy.org>

Fwd: You're going to Sacramento on 05/27 (4LLTWU)!

1 message

Krystin Demofonte <krystin.demofonte@pacificcoastacademy.org> Sun, May 25, 2025 at 11:04 AM
To: Mary Schmid <mary.schmid@pacificcoastacademy.org>

Best,

Krystin Demofonte
Executive Director

---------- Forwarded message ---------
From: **Southwest Airlines** <southwestairlines@ifly.southwest.com>
Date: Sun, May 25, 2025 at 8:22 AM
Subject: You're going to Sacramento on 05/27 (4LLTWU)!

Here's your itinerary & receipt. See ya soon!
View in web browser | View our mobile site

Southwest

Manage Flight | Flight Status | My Account

Travel notice

Do you have a REAL ID? Starting May 7, all Passengers 18+ need a state-issued REAL ID-compliant license or identification card to fly domestically. Learn more at www.dhs.gov/real-id.

Passengers who do not yet have their REAL ID or another TSA acceptable form of ID can expect delays, additional screening, and the possibility of not being allowed into the security checkpoint.

Hi Krystin,

We're looking forward to flying together! It can't come soon enough. Below you'll find your itinerary, important travel information, and trip receipt. See you onboard soon!

MAY 27 - MAY 27

SAN ✈ SMF

San Diego to Sacramento

Confirmation # **4LLTWU**

Confirmation date: 05/25/2025

PASSENGER **Krystin Demofonte**

TICKET # 5262348748633

Rapid Rewards® points are only estimations.

Your itinerary

Flight 1: Tuesday, 05/27/2025 Est. Travel Time: **1h 40m** Wanna Get Away Plus™

FLIGHT # 0969

DEPARTS
SAN 10:00AM
San Diego

ARRIVES
SMF 11:40AM
Sacramento

Flight 2: Tuesday, 05/27/2025 Est. Travel Time: **1h 30m** Wanna Get Away Plus™

FLIGHT # 4063

DEPARTS
SMF 06:30PM
Sacramento

ARRIVES
SAN 08:00PM
San Diego

Payment information

Total cost

Air - 4LLTWU

Base Fare	$	442.80
U.S. Transportation Tax	$	33.21
U.S. 9/11 Security Fee	$	11.20
U.S. Flight Segment Tax	$	10.40
U.S. Passenger Facility Chg	$	9.00
Total	**$**	**506.61**

Payment

May 25, 2025
Payment Amount **$506.61**
Visa ending in **9987**

Fare rules: If you decide to make a change to your current itinerary it may result in a fare increase.

Your ticket number : 5262348748633

All your perks, all in one place. (Plus a few reminders.)

Serena Barnett <serena.barnett@cabrillopointacademy.org>

Fwd: Krystin Demofonte's 05/27 Sacramento trip (4LLTWU): Your change is confirmed.

Krystin Demofonte <krystin.demofonte@pacificcoastacademy.org> Fri, May 30, 2025 at 10:11 AM
To: Serena Barnett <serena.barnett@cabrillopointacademy.org>

Best,

Krystin Demofonte
Executive Director

---------- Forwarded message ---------
From: **Southwest Airlines** <southwestairlines@ifly.southwest.com>
Date: Mon, May 26, 2025 at 11:17 AM
Subject: Krystin Demofonte's 05/27 Sacramento trip (4LLTWU): Your change is confirmed.

Here's your updated itinerary and trip receipt.
View in web browser | View our mobile site

Southwest

Manage Flight | Flight Status | My Account

Travel notice

Do you have a REAL ID? Starting May 7, all Passengers 18+ need a state-issued REAL ID-compliant license or identification card to fly domestically. Learn more at www.dhs.gov/real-id.

Passengers who do not yet have their REAL ID or another TSA acceptable form of ID can expect delays, additional screening, and the possibility of not being allowed into the security checkpoint.

Hi Krystin,

We've confirmed the change to your trip. Below you'll find your updated itinerary, important travel information, and trip receipt. See you onboard soon

MAY 27 - MAY 27

SAN → SMF

San Diego to Sacramento

Confirmation # **4LLTWU**

Confirmation date: 05/26/2025

PASSENGER **Krystin Demofonte**

TICKET # 5262349081079

Rapid Rewards® points are only estimations.

Your itinerary

Flight 1: Tuesday, 05/27/2025 Est. Travel Time: **1h 40m** Business Select®

FLIGHT # 0969	DEPARTS	ARRIVES
	SAN 10:00AM San Diego	**SMF 11:40AM** Sacramento

Flight 2: Tuesday, 05/27/2025 Est. Travel Time: **1h 30m** Business Select®

FLIGHT # 4063	DEPARTS	ARRIVES
	SMF 06:30PM Sacramento	**SAN 08:00PM** San Diego

Payment information

Total cost

Air - 4LLTWU

Base Fare	$	647.44
U.S. Transportation Tax	$	48.56
U.S. 9/11 Security Fee	$	11.20
U.S. Passenger Facility Chg	$	9.00
U.S. Flight Segment Tax	$	10.40
Total	**$**	**726.60**

Payment

May 26, 2025
Payment Amount **$219.99**
Visa ending in **9987**

May 25, 2025
Credit from ticket #5262348748633 to **#5262349081079**

Fare rules: If you decide to make a change to your current itinerary it may result in a fare increase.

Your ticket number : 5262349081079

All your perks, all in one place. (Plus a few reminders.)

Business Select® fare: Your two bags fly free®, no change or cancel fees, 14X Rapid Rewards® points, refundable, A1-A15 priority boarding, and free Inflight Internet. Learn more.

Make sure you know when to arrive at your airport. Times vary by city.