



Pacific Coast Academy

Special Board Meeting

Date and Time

Wednesday December 10, 2025 at 6:00 PM PST

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Public Comments			
D. Approval of the Agenda	Vote	Benjamin Fung	1 m
II. Closed Session			6:03 PM
A. Conference with Legal Counsel - Pending Litigation § 54956.9			30 m
III. Finance			6:33 PM

	Purpose	Presenter	Time
A. 2025-2026 First Interim Report	Vote	Kate Eng	10 m
B. 2024-2025 Audit Report	Vote	Shari Erlendson	10 m
IV. Other Business			6:53 PM
A. Local Control Accountability Plan (LCAP) Mid-Year Update	FYI	Rupi Boyd	10 m
B. LCAP Federal Addendum	Vote	Gillian Simcox	10 m
C. Teaching Assignment Monitoring Outcomes (TAMO) Data Report	FYI	Gillian Simcox	10 m
D. Comprehensive Sexual Health and HIV/AIDS Prevention Education Policy	Vote	Gillian Simcox	5 m
E. Math Placement Data	FYI	Emily Boele	10 m
F. 2026-27 School Calendar	Vote	Krystin Demofonte	5 m
G. SPED Building Lease 1- Camino Del Rio Office	Vote	Krystin Demofonte	5 m
H. SPED Building Lease 2- Adam's Ave. Office	Vote	Krystin Demofonte	5 m
I. SPED Building Lease 3- San Marcos Office	Vote	Krystin Demofonte	5 m
J. First Amendment for SCSA Partnership Agreement	Vote	Krystin Demofonte	5 m
K. Executive Director Report	FYI	Krystin Demofonte	20 m
V. Consent Agenda			8:23 PM
<p>The items below form our consent agenda. The items are considered by the Executive Director to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business. The last item in this section is a single vote to approve the items en masse.</p>			
A. Approve Minutes	Approve Minutes		
Approve minutes for Regular Board Meeting on September 11, 2025			
B. 2025-2026 Parent Student Handbook			

	Purpose	Presenter	Time
C. 2025-2026 Compensation Policy: Admin & Director Salary Schedule			
D. Identification of Individuals for 504 Policy			
E. Administration of Medications, Emergencies and Head Lice Policy			
F. Employee Expense Policy			
G. Fiscal Policy			
H. Homeless Education Policy			
I. Exact Path Resolution			
J. Transportation for Students With Disabilities Policy			
K. Invoices over 100K			
L. Reduced Schedule Policy			
M. Approve Consent Agenda This Is The Vote To Approve The Consent Agenda Items.			
VI. Closing Items			8:23 PM
A. Announcement of Next Scheduled Meeting- January 22, 2026 at 6:00pm	FYI	Benjamin Fung	1 m
B. Adjourn Meeting	Vote		

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please communicate orally your desire to address the board when the board asks for public comments. Speakers may

be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. When a member of the public utilizes a translator to address the board, those individuals are granted twice the allotted time. When the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

2025-2026 First Interim Report

Section: III. Finance
Item: A. 2025-2026 First Interim Report
Purpose: Vote
Submitted by:
Related Material: PCA_FY26_1st Interim Presentation.pdf



Pacific Coast Academy

1st Interim Financial Presentation – FY25/26

Highlights

Highlights

- ADA projected at **8,048, +400** to July projection
- Revenue increased by **\$6.4M**
- Expenses increased by **\$5.6M**
- Projected surplus for year-end is **\$8.0M, +\$765K**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

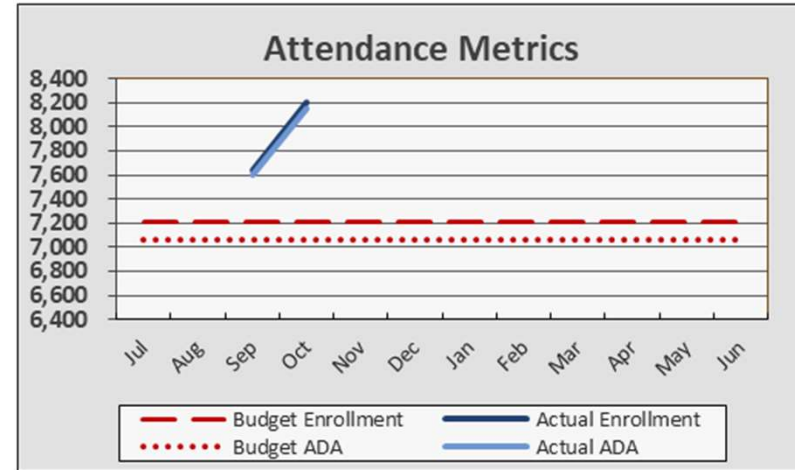
- PTR is within the requirement minimum
- 40/80 spending in compliance

Pupil:Teacher Ratio	
21.24	:1

Cert.	Instr.
56.1%	82.7%
17,975,123	3,275,678

Attendance

Enrollment & Per Pupil Data		
	<u>Forecast</u>	<u>Budget</u>
<i>Average Enrollment</i>	8,102	7,804
<i>ADA</i>	8,048	7,648
<i>Attendance Rate</i>	99.3%	98.0%
<i>Unduplicated %</i>	36.8%	39.0%
<i>Revenue per ADA</i>	\$14,990	\$14,620
<i>Expenses per ADA</i>	\$13,990	\$13,982



- Attendance data will be updated throughout the year
- ADA projected +5% to original budget and +46% to LY

Revenue

- Revenue increased **+\$6.4M** to July forecast:
 - 400 Added ADA: **+\$5.9M**
 - Title Funding: **+\$220K**, based on preliminary allocations
 - Interest Revenue: **+\$300K**, driven by higher-than-projected YTD returns

Revenue

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 22,392,920	\$ 15,877,570	\$ 6,515,350
Federal Revenue	255,873	201,350	54,523
Other State Revenue	2,383,004	1,869,530	513,474
Other Local Revenue	216,147	-	216,147
Total Revenue	\$ 25,247,943	\$ 17,948,449	\$ 7,299,494

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 100,456,471	\$ 93,794,052	\$ 6,662,419
Federal Revenue	2,021,929	1,733,807	288,122
Other State Revenue	17,770,664	16,283,062	1,487,602
Other Local Revenue	389,480	-	389,480
Total Revenue	\$ 120,638,544	\$ 111,810,920	\$ 8,827,624

Expenses

- Expenses increased by **+\$5.6M**, driven by:
 - Staffing Updates: **+\$5.1M**
 - Student Funds: **+\$1.6M**, increasing projected utilization from 85% to 90%
 - SPED: **-\$415K**, due to in-housing of certain support services

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 13,688,708	\$ 13,104,312	\$ (584,397)	\$ 44,230,020	\$ 41,697,133	\$ (2,532,887)
Classified Salaries	2,334,472	1,696,218	(638,254)	7,177,097	5,158,853	(2,018,244)
Benefits	5,262,808	5,662,768	399,960	20,379,557	20,099,691	(279,867)
Books and Supplies	6,026,222	5,650,043	(376,179)	17,045,797	16,552,340	(493,457)
Subagreement Services	5,339,742	6,388,705	1,048,963	14,922,340	15,436,355	514,015
Operations	670,776	521,667	(149,110)	1,768,110	1,565,000	(203,110)
Facilities	178,597	99,416	(79,181)	530,585	298,248	(232,336)
Professional Services	2,065,528	1,960,843	(104,685)	6,362,607	5,879,845	(482,762)
Depreciation	13,794	81,625	67,831	176,546	244,875	68,329
Interest	-	-	-	-	-	-
Total Expenses	\$ 35,580,648	\$ 35,165,597	\$ (415,051)	\$ 112,592,658	\$ 106,932,340	\$ (5,660,319)

Fund Balance

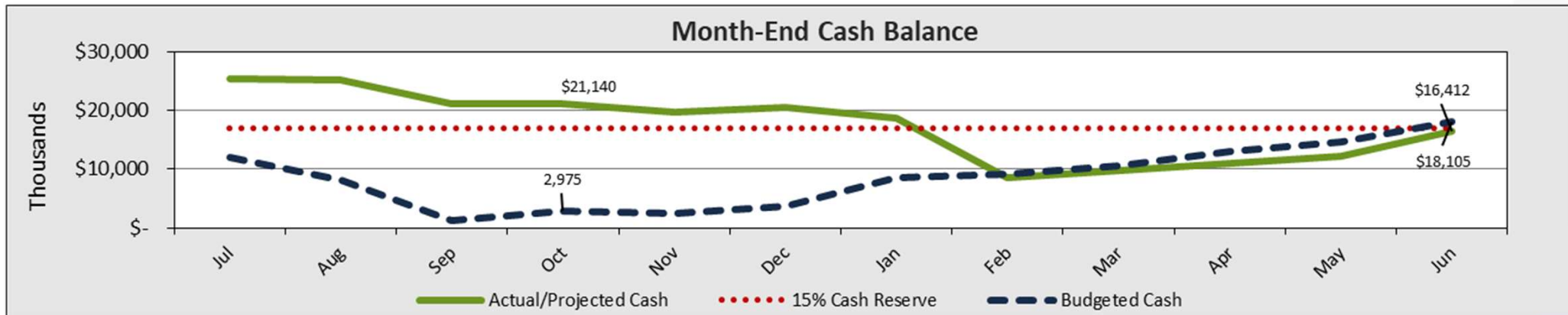
- Projected year-end surplus increased by **\$765K**, driven by revenue
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (10,332,705)	\$ (17,217,148)	\$ 6,884,443
Beginning Fund Balance	<u>20,526,237</u>	<u>20,526,237</u>	
Ending Fund Balance	<u>\$ 10,193,533</u>	<u>\$ 3,309,089</u>	
<i>As a % of Annual Expenses</i>	-90.9%	3.1%	

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 8,045,886	\$ 4,878,580	\$ 3,167,305
Beginning Fund Balance	<u>20,526,237</u>	<u>20,526,237</u>	
Ending Fund Balance	<u>\$ 28,572,123</u>	<u>\$ 25,404,817</u>	
	25.4%	23.8%	

Cash Balance

- 10/31 cash balance: **\$21.1M**
- **-\$10M** for building purchase projected in February 2026
- However, cash expected to remain strong with no anticipated factoring



Appendices

- 1st Interim Alternative Form
- Monthly Cash Flow / Forecast 25-26
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification**

Charter School Name: Pacific Coast Academy

(continued) _____

CDS #: 37 68049 0136416

Charter Approving Entity: Dehesa Elementary

County: San Diego

Charter #: 1892

Fiscal Year: 2025/26

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

_____ QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

_____ NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

(X) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Krystin Demofonte Title: Executive Director

To the County Superintendent of Schools:

(X) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

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

Print Name: _____ Title: _____

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

For Approving Entity:

For Charter School:

Name

Kate Eng
Name

Title

Charter Impact
Title

Phone

888-474-0322
Phone

E-mail

keng@charterimpact.com
E-mail

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

_____ Date _____

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

Charter School Name: Pacific Coast Academy
(continued)
CDS #: 37 68049 0136416
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1892
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	90,346,624.00		90,346,624.00	22,066,050.00		22,066,050.00	96,828,735.00		96,828,735.00
Education Protection Account State Aid - Current Year	8012	1,529,573.00		1,529,573.00	326,870.00		326,870.00	1,609,573.00		1,609,573.00
State Aid - Prior Years	8019	-		-	-		-	-		-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,917,855.00		1,917,855.00	-		-	2,018,163.00		2,018,163.00
Other LCFF Transfers	8091, 8097	-		-	-		-	-		-
Total, LCFF Sources		93,794,052.00		93,794,052.00	22,392,920.00		22,392,920.00	100,456,471.00		100,456,471.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290		818,554.00	818,554.00		217,684.00	217,684.00		1,035,800.00	1,035,800.00
Special Education - Federal	8181, 8182		915,252.68	915,252.68		-	-		947,940.28	947,940.28
Child Nutrition - Federal	8220		-	-		-	-		-	-
Donated Food Commodities	8221		-	-		-	-		-	-
Other Federal Revenues	8110, 8260-8299		-	-	38,188.75	-	38,188.75		38,188.75	38,188.75
Total, Federal Revenues			1,733,806.68	1,733,806.68	38,188.75	217,684.00	255,872.75	38,188.75	1,983,740.28	2,021,929.03
3. Other State Revenues										
Special Education - State	StateRevSE		6,806,523.87	6,806,523.87		1,712,802.00	1,712,802.00		7,117,138.87	7,117,138.87
All Other State Revenues	StateRevAO	1,831,058.39	9,476,537.85	11,307,596.24	(294,133.95)	964,336.00	670,202.05	6,038,783.97	4,614,741.16	10,653,525.13
Total, Other State Revenues		1,831,058.39	14,452,003.33	16,283,061.72	(294,133.95)	2,677,138.00	2,383,004.05	6,038,783.97	11,731,880.03	17,770,664.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO		-	-	216,146.68	-	216,146.68	389,480.01	-	389,480.01
Total, Local Revenues			-	-	216,146.68	-	216,146.68	389,480.01	-	389,480.01
5. TOTAL REVENUES		95,625,110.39	16,185,810.02	111,810,920.41	22,353,121.48	2,894,822.00	25,247,943.48	137,156,201.31	13,715,620.31	150,871,821.62
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	23,935,970.74	9,770,082.20	33,706,052.94	8,326,265.41	1,928,772.23	10,255,037.64	26,894,060.47	6,296,132.92	33,190,193.39
Certificated Pupil Support Salaries	1200	1,977,300.00	2,098,455.56	4,075,755.56	521,282.61	1,107,135.44	1,628,418.05	1,843,044.36	3,515,474.70	5,358,519.06
Certificated Supervisors' and Administrators' Salaries	1300	2,461,025.00	405,489.00	2,866,514.00	883,233.12	233,675.08	1,116,908.20	2,528,411.43	982,388.95	3,510,800.37
Other Certificated Salaries	1900	47,155.20	1,001,655.20	1,048,810.40	41,477.03	646,867.53	688,344.56	870,307.32	1,300,199.87	2,170,507.19
Total, Certificated Salaries		28,421,450.94	13,275,681.95	41,697,132.90	9,772,258.17	3,916,450.28	13,688,708.45	32,135,823.57	12,094,196.44	44,230,020.01
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	300,710.40	300,710.40	35,660.52	96,281.73	131,942.25	132,124.69	308,780.09	440,904.78
Non-certificated Support Salaries	2200	1,532,359.80	218,995.20	1,751,355.00	712,862.75	103,221.29	816,084.04	2,168,386.47	333,447.71	2,501,834.18
Non-certificated Supervisors' and Administrators' Sal.	2300	615,200.00	-	615,200.00	294,109.08	-	294,109.08	881,417.88	-	881,417.88
Clerical and Office Salaries	2400	2,108,544.60	74,000.00	2,182,544.60	956,916.31	26,333.28	983,249.59	2,941,429.17	78,999.84	3,020,429.01
Other Non-certificated Salaries	2900	265,152.00	43,891.20	309,043.20	88,476.66	20,610.64	109,087.30	270,891.35	61,619.92	332,511.27
Total, Non-certificated Salaries		4,521,256.40	637,596.80	5,158,853.20	2,088,025.32	246,446.94	2,334,472.26	6,394,249.56	782,847.56	7,177,097.12
3. Employee Benefits										
STRS	3101-3102	8,284,420.50	3,782,031.57	12,066,452.07	1,768,766.52	726,162.36	2,494,928.88	7,498,361.19	5,028,153.87	12,526,515.06
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	712,947.98	286,312.72	999,260.70	292,520.37	75,403.62	367,923.99	849,056.67	310,284.32	1,159,340.99
Health and Welfare Benefits	3401-3402	3,557,956.11	2,032,243.89	5,590,200.00	2,316,824.95	(132,380.39)	2,184,444.56	2,986,984.27	2,971,944.46	5,958,928.73
Unemployment Insurance	3501-3502	122,142.99	79,247.01	201,390.00	12,299.63	4,158.00	16,457.63	119,806.30	67,563.33	187,369.63
Workers' Compensation Insurance	3601-3602	298,365.57	170,194.29	468,559.86	199,532.00	-	199,532.00	350,322.09	197,559.97	547,882.06
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	773,827.98	773,827.98	(479.28)	-	(479.28)	(479.28)	-	(479.28)
Total, Employee Benefits		12,975,833.16	7,123,857.45	20,099,690.61	4,589,464.19	673,343.59	5,262,807.78	11,804,051.24	8,575,505.95	20,379,557.19
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	236,000.00	-	236,000.00	18,733.15	-	18,733.15	184,066.48	-	184,066.48
Books and Other Reference Materials	4200	114,000.00	-	114,000.00	121,914.60	-	121,914.60	201,914.60	-	201,914.60
Materials and Supplies	4300	13,845,558.44	480,728.46	14,326,286.90	4,388,479.85	747,976.58	5,136,456.43	13,802,861.47	501,349.42	14,304,210.89
Noncapitalized Equipment	4400	1,876,052.85	-	1,876,052.85	668,563.25	79,601.50	748,164.75	2,354,651.25	-	2,354,651.25
Food	4700	-	-	-	-	953.32	953.32	953.32	-	953.32
Total, Books and Supplies		16,071,611.29	480,728.46	16,552,339.75	5,197,690.85	828,531.40	6,026,222.25	16,544,447.12	501,349.42	17,045,796.54
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	12,602,354.85	2,834,000.00	15,436,354.85	4,422,680.68	917,061.12	5,339,741.80	11,740,340.00	3,182,000.00	14,922,340.00
Travel and Conferences	5200	243,000.00	-	243,000.00	23,279.98	111,939.72	135,219.70	305,219.70	-	305,219.70
Dues and Memberships	5300	39,000.00	-	39,000.00	40,226.00	218.99	40,444.99	67,778.32	-	67,778.32
Insurance	5400	1,000,000.00	-	1,000,000.00	438,683.00	-	438,683.00	1,140,016.33	-	1,140,016.33
Operations and Housekeeping Services	5500	47,000.00	-	47,000.00	10,028.14	-	10,028.14	43,361.47	-	43,361.47
Rentals, Leases, Repairs, and Noncap. Improvements	5600	298,248.04	-	298,248.04	172,413.80	6,182.81	178,596.61	530,584.52	-	530,584.52
Transfers of Direct Costs	5700-5799	8,397,707.65	(8,397,707.65)	-	4,133,803.32	(4,133,803.32)	-	11,855,345.09	(11,855,345.09)	-
Professional/Consulting Services and Operating Expend.	5800	5,648,192.32	231,653.00	5,879,845.32	1,739,415.85	326,112.30	2,065,528.15	5,927,541.18	435,066.03	6,362,607.21
Communications	5900	236,000.00	-	236,000.00	44,062.49	2,338.17	46,400.66	211,733.99	-	211,733.99
Total, Services and Other Operating Expenditures		28,511,502.86	(5,332,054.65)	23,179,448.21	11,024,593.26	(2,769,950.21)	8,254,643.05	31,821,920.60	(8,238,279.06)	23,583,641.54

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

Charter School Name: Pacific Coast Academy
 (continued)
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	244,875.00		244,875.00	13,793.84		13,793.84	176,546.01		176,546.01
Total, Capital Outlay		244,875.00	-	244,875.00	13,793.84	-	13,793.84	176,546.01	-	176,546.01
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:				-			-			-
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		90,746,529.65	16,185,810.02	106,932,339.67	32,685,825.63	2,894,822.00	35,580,647.63	98,877,038.10	13,715,620.31	112,592,658.41
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		4,878,580.74	-	4,878,580.74	(10,332,704.15)	(0.00)	(10,332,704.15)	8,045,885.63	(0.00)	8,045,885.63
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)										
		4,878,580.74	-	4,878,580.74	(10,332,704.15)	(0.00)	(10,332,704.15)	8,045,885.63	(0.00)	8,045,885.63
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	22,757,223.52		22,757,223.52	20,796,771.40		20,796,771.40	20,796,771.40		20,796,771.40
b. Adjustments to Beginning Balance	9793, 9795			-	(270,534.40)		(270,534.40)	(270,534.40)		(270,534.40)
c. Adjusted Beginning Balance		22,757,223.52	-	22,757,223.52	20,526,237.00	-	20,526,237.00	20,526,237.00	-	20,526,237.00
2. Ending Fund Balance, June 30 (E + F. 1.c.)		27,635,804.26	-	27,635,804.26	10,193,532.85	(0.00)	10,193,532.85	28,572,122.63	(0.00)	28,572,122.63
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	5,346,616.98		5,346,616.98	5,629,632.92		5,629,632.92	5,629,632.92		5,629,632.92
Unassigned/Unappropriated Amount	9790	22,289,187.27	-	22,289,187.27	4,563,899.93	(0.00)	4,563,899.93	22,942,489.71	(0.00)	22,942,489.71

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Pacific Coast Academy
 (continued)
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	90,346,624.00	22,066,050.00	96,828,735.00	6,482,111.00	7.17%
Education Protection Account State Aid - Current Year	8012	1,529,573.00	326,870.00	1,609,573.00	80,000.00	5.23%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,917,855.00	-	2,018,163.00	100,308.00	5.23%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		93,794,052.00	22,392,920.00	#####	6,662,419.00	7.10%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	818,554.00	217,684.00	1,035,800.00	217,246.00	26.54%
Special Education - Federal	8181, 8182	915,252.68	-	947,940.28	32,687.60	3.57%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	38,188.75	38,188.75	38,188.75	New
Total, Federal Revenues		1,733,806.68	255,872.75	2,021,929.03	288,122.35	16.62%
3. Other State Revenues						
Special Education - State	StateRevSE	6,806,523.87	1,712,802.00	7,117,138.87	310,615.00	4.56%
All Other State Revenues	StateRevAO	9,476,537.85	670,202.05	10,653,525.13	1,176,987.27	12.42%
Total, Other State Revenues		16,283,061.72	2,383,004.05	17,770,664.00	1,487,602.28	9.14%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	216,146.68	389,480.01	389,480.01	New
Total, Local Revenues		-	216,146.68	389,480.01	389,480.01	New
5. TOTAL REVENUES						
		#####	25,247,943.48	#####	8,827,623.63	7.90%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	33,706,052.94	10,255,037.64	33,190,193.39	(515,859.55)	-1.53%
Certificated Pupil Support Salaries	1200	4,075,755.56	1,628,418.05	5,358,519.06	1,282,763.50	31.47%
Certificated Supervisors' and Administrators' Salaries	1300	2,866,514.00	1,116,908.20	3,510,800.37	644,286.37	22.48%
Other Certificated Salaries	1900	1,048,810.40	688,344.56	2,170,507.19	1,121,696.79	106.95%
Total, Certificated Salaries		41,697,132.90	13,688,708.45	44,230,020.01	2,532,887.11	6.07%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	300,710.40	131,942.25	440,904.78	140,194.38	46.62%
Non-certificated Support Salaries	2200	1,751,355.00	816,084.04	2,501,834.18	750,479.18	42.85%
Non-certificated Supervisors' and Administrators' Sal.	2300	615,200.00	294,109.08	881,417.88	266,217.88	43.27%
Clerical and Office Salaries	2400	2,182,544.60	983,249.59	3,020,429.01	837,884.41	38.39%
Other Non-certificated Salaries	2900	309,043.20	109,087.30	332,511.27	23,468.07	7.59%
Total, Non-certificated Salaries		5,158,853.20	2,334,472.26	7,177,097.12	2,018,243.92	39.12%
3. Employee Benefits						
STRS	3101-3102	12,066,452.07	2,494,928.88	12,526,515.06	460,062.99	3.81%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	999,260.70	367,923.99	1,159,340.99	160,080.29	16.02%
Health and Welfare Benefits	3401-3402	5,590,200.00	2,184,444.56	5,958,928.73	368,728.73	6.60%
Unemployment Insurance	3501-3502	201,390.00	16,457.63	187,369.63	(14,020.37)	-6.96%
Workers' Compensation Insurance	3601-3602	468,559.86	199,532.00	547,882.06	79,322.20	16.93%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	773,827.98	(479.28)	(479.28)	(774,307.26)	-100.06%
Total, Employee Benefits		20,099,690.61	5,262,807.78	20,379,557.19	279,866.58	1.39%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)		
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)	
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	236,000.00	18,733.15	184,066.48	(51,933.52)	-22.01%	
Books and Other Reference Materials	4200	114,000.00	121,914.60	201,914.60	87,914.60	77.12%	
Materials and Supplies	4300	14,326,286.90	5,136,456.43	14,304,210.89	(22,076.01)	-0.15%	
Noncapitalized Equipment	4400	1,876,052.85	748,164.75	2,354,651.25	478,598.40	25.51%	
Food	4700	-	953.32	953.32	953.32	New	
Total, Books and Supplies		16,552,339.75	6,026,222.25	17,045,796.54	493,456.79	2.98%	
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	15,436,354.85	5,339,741.80	14,922,340.00	(514,014.85)	-3.33%	
Travel and Conferences	5200	243,000.00	135,219.70	305,219.70	62,219.70	25.60%	
Dues and Memberships	5300	39,000.00	40,444.99	67,778.32	28,778.32	73.79%	
Insurance	5400	1,000,000.00	438,683.00	1,140,016.33	140,016.33	14.00%	
Operations and Housekeeping Services	5500	47,000.00	10,028.14	43,361.47	(3,638.53)	-7.74%	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	298,248.04	178,596.61	530,584.52	232,336.48	77.90%	
Transfers of Direct Costs	5700-5799	-	-	-	-		
Professional/Consulting Services and Operating Expend.	5800	5,879,845.32	2,065,528.15	6,362,607.21	482,761.89	8.21%	
Communications	5900	236,000.00	46,400.66	211,733.99	(24,266.01)	-10.28%	
Total, Services and Other Operating Expenditures		23,179,448.21	8,254,643.05	23,583,641.54	404,193.33	1.74%	
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-		
Buildings and Improvements of Buildings	6200	-	-	-	-		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-		
Equipment	6400	-	-	-	-		
Equipment Replacement	6500	-	-	-	-		
Depreciation Expense (for accrual basis only)	6900	244,875.00	13,793.84	176,546.01	(68,328.99)	-27.90%	
Total, Capital Outlay		244,875.00	13,793.84	176,546.01	(68,328.99)	-27.90%	
7. Other Outgo							
Tuition to Other Schools	7110-7143	-	-	-	-		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-		
All Other Transfers	7281-7299	-	-	-	-		
Transfers of Indirect Costs	7300-7399	-	-	-	-		
Debt Service:							
Interest	7438	-	-	-	-		
Principal (for modified accrual basis only)	7439	-	-	-	-		
Total, Other Outgo		-	-	-	-		
8. TOTAL EXPENDITURES		#####	35,580,647.63	#####	5,660,318.74	5.29%	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			4,878,580.74	(10,332,704.15)	8,045,885.63	3,167,304.89	64.92%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416 _____
 Charter Approving Entity: Dehesa Elementary _____
 County: San Diego _____
 Charter #: 1892 _____
 Fiscal Year: 2025/26 _____

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		4,878,580.74	(10,332,704.15)	8,045,885.63	3,167,304.89	64.92%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	22,757,223.52	20,796,771.40	20,796,771.40	(1,960,452.12)	-8.61%
b. Adjustments/Restatements	9793, 9795	-	(270,534.40)	(270,534.40)	(270,534.40)	New
c. Adjusted Beginning Fund Balance		22,757,223.52	20,526,237.00	20,526,237.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		27,635,804.26	10,193,532.85	28,572,122.63		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	5,346,616.98	5,629,632.92	5,629,632.92	283,015.94	5.29%
Unassigned/Unappropriated Amount	9790	22,289,187.27	4,563,899.93	22,942,489.71	653,302.43	2.93%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	96,828,735.00	0.00	96,828,735.00	100,107,942.00	103,657,952.00
Education Protection Account State Aid - Current Year	8012	1,609,573.00	0.00	1,609,573.00	1,619,212.00	1,624,061.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,018,163.00	0.00	2,018,163.00	2,030,249.00	2,036,328.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		#####	0.00	100,456,471.00	103,757,403.00	107,318,341.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	1,035,800.00	1,035,800.00	1,042,003.00	1,045,123.00
Special Education - Federal	8181, 8182	0.00	947,940.28	947,940.28	1,139,546.30	1,161,909.65
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	38,188.75	0.00	38,188.75	38,417.45	38,532.00
Total, Federal Revenues		38,188.75	1,983,740.28	2,021,929.03	2,219,966.75	2,245,564.65
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	7,117,138.87	7,117,138.87	7,213,868.32	7,699,993.66
All Other State Revenues	StateRevAO	6,038,783.97	4,614,741.16	10,653,525.13	9,101,226.00	9,267,564.00
Total, Other State Revenues		6,038,783.97	11,731,880.03	17,770,664.00	16,315,094.32	16,967,557.66
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	389,480.01	0.00	389,480.01	372,874.69	373,991.21
Total, Local Revenues		389,480.01	0.00	389,480.01	372,874.69	373,991.21
5. TOTAL REVENUES						
		#####	13,715,620.31	120,638,544.04	122,665,338.75	126,905,454.52
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	26,894,060.47	6,296,132.92	33,190,193.39	33,774,391.00	34,889,097.00
Certificated Pupil Support Salaries	1200	1,843,044.36	3,515,474.70	5,358,519.06	5,197,416.09	5,340,864.78
Certificated Supervisors' and Administrators' Salaries	1300	2,528,411.43	982,388.95	3,510,800.37	4,332,388.15	4,451,962.06
Other Certificated Salaries	1900	870,307.32	1,300,199.87	2,170,507.19	1,909,501.16	1,962,203.39
Total, Certificated Salaries		32,135,823.57	12,094,196.44	44,230,020.01	45,213,696.40	46,644,127.23
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	132,124.69	308,780.09	440,904.78	431,628.39	443,541.34
Non-certificated Support Salaries	2200	2,168,386.47	333,447.71	2,501,834.18	2,308,534.01	2,372,249.55
Non-certificated Supervisors' and Administrators' Sal.	2300	881,417.88	0.00	881,417.88	884,452.32	908,863.20
Clerical and Office Salaries	2400	2,941,429.17	78,999.84	3,020,429.01	3,066,265.03	3,150,893.95
Other Non-certificated Salaries	2900	270,891.35	61,619.92	332,511.27	337,939.53	347,266.66
Total, Non-certificated Salaries		6,394,249.56	782,847.56	7,177,097.12	7,028,819.28	7,222,814.69

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	7,498,361.19	5,028,153.87	12,526,515.06	12,487,742.79	12,887,036.69
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	849,056.67	310,284.32	1,159,340.99	1,193,303.00	1,228,885.00
Health and Welfare Benefits	3401-3402	2,986,984.27	2,971,944.46	5,958,928.73	6,225,776.70	6,423,147.49
Unemployment Insurance	3501-3502	119,806.30	67,563.33	187,369.63	215,110.00	216,090.00
Workers' Compensation Insurance	3601-3602	350,322.09	197,559.97	547,882.06	522,425.16	538,669.42
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	(479.28)	0.00	(479.28)	1,054,322.89	1,083,422.20
Total, Employee Benefits		11,804,051.24	8,575,505.95	20,379,557.19	21,698,680.54	22,377,250.81
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	184,066.48	0.00	184,066.48	190,168.37	196,002.16
Books and Other Reference Materials	4200	201,914.60	0.00	201,914.60	208,608.16	215,007.63
Materials and Supplies	4300	13,802,861.47	501,349.42	14,304,210.89	14,778,402.00	15,231,759.00
Noncapitalized Equipment	4400	2,354,651.25	0.00	2,354,651.25	2,432,708.95	2,507,337.18
Food	4700	953.32	0.00	953.32	984.92	1,015.14
Total, Books and Supplies		16,544,447.12	501,349.42	17,045,796.54	17,610,872.39	18,151,121.11
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	11,740,340.00	3,182,000.00	14,922,340.00	15,417,021.94	15,889,970.07
Travel and Conferences	5200	305,219.70	0.00	305,219.70	315,337.86	325,011.49
Dues and Memberships	5300	67,778.32	0.00	67,778.32	70,025.20	72,173.37
Insurance	5400	1,140,016.33	0.00	1,140,016.33	1,177,808.36	1,213,940.00
Operations and Housekeeping Services	5500	43,361.47	0.00	43,361.47	44,799.00	46,173.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	530,584.52	0.00	530,584.52	303,694.81	306,101.20
Transfers of Direct Costs	5700-5799	11,855,345.09	(11,855,345.09)	0.00		
Professional/Consulting Services and Operating Expend.	5800	5,927,541.18	435,066.03	6,362,607.21	6,572,786.19	6,785,210.86
Communications	5900	211,733.99	0.00	211,733.99	218,753.00	225,464.00
Total, Services and Other Operating Expenditures		31,821,920.60	(8,238,279.06)	23,583,641.54	24,120,226.37	24,864,043.99
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	176,546.01	0.00	176,546.01	181,312.76	186,316.99
Total, Capital Outlay		176,546.01	0.00	176,546.01	181,312.76	186,316.99
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		98,877,038.10	13,715,620.31	112,592,658.41	115,853,607.74	119,445,674.81
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		8,045,885.63	(0.00)	8,045,885.63	6,811,731.02	7,459,779.71

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Pacific Coast Academy
 (continued) _____
 CDS #: 37 68049 0136416
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1892
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		8,045,885.63	(0.00)	8,045,885.63	6,811,731.02	7,459,779.71
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	20,796,771.40	0.00	20,796,771.40	28,572,122.63	35,383,853.65
b. Adjustments/Restatements	9793, 9795	(270,534.40)	0.00	(270,534.40)		
c. Adjusted Beginning Balance		20,526,237.00	0.00	20,526,237.00	28,572,122.63	35,383,853.65
2. Ending Fund Balance, June 30 (E + F.1.c.)		28,572,122.63	(0.00)	28,572,122.63	35,383,853.65	42,843,633.35
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	5,629,632.92	0.00	5,629,632.92	5,792,680.39	5,972,283.74
Unassigned/Unappropriated Amount	9790	22,942,489.71	(0.00)	22,942,489.71	29,591,173.26	36,871,349.61

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY25-26

Revised 12/1/2025

ADA = 8047.86



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 7647.87																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	3,940,366	3,940,366	7,092,659	7,092,659	7,092,659	7,092,659	7,092,659	7,092,659	9,155,052	9,155,052	9,155,052	9,155,052	9,771,839	96,828,735	90,346,624	6,482,111
8012 Education Protection Account	-	-	326,870	-	-	399,838	-	-	399,838	-	-	-	483,028	1,609,573	1,529,573	80,000
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	134,586	134,586	134,586	134,586	489,000	244,500	244,500	244,500	257,319	2,018,163	1,917,855	100,308
	3,940,366	3,940,366	7,419,529	7,092,659	7,227,245	7,627,083	7,227,245	7,227,245	10,043,889	9,399,552	9,399,552	9,399,552	10,512,186	100,456,471	93,794,052	6,662,419
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	947,940	947,940	915,253	32,688
8290 Title I, Part A - Basic Low Income	-	-	217,684	-	-	653,053	-	-	-	-	-	-	0	870,737	686,119	184,618
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	114,845	-	-	-	-	-	-	38,282	153,127	119,280	33,847
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	11,936	-	11,936	13,155	(1,219)
8299 Prior Year Federal Revenue	-	-	30,706	7,483	-	-	-	-	-	-	-	-	-	38,189	-	38,189
	-	-	248,390	7,483	-	767,898	-	-	-	-	-	11,936	986,222	2,021,929	1,733,807	288,122
Other State Revenue																
8311 State Special Education	297,065	307,769	553,984	553,984	537,366	537,366	537,366	537,366	650,975	650,975	650,975	650,975	650,975	7,117,139	6,806,524	310,615
8550 Mandated Cost	-	-	-	-	-	165,310	-	-	-	-	-	-	-	165,310	160,765	4,546
8560 State Lottery	-	-	-	-	-	-	457,866	-	-	457,866	-	-	1,281,336	2,197,067	2,087,867	109,200
8598 Prior Year Revenue	-	-	-	(294,134)	-	-	-	-	-	-	-	-	-	(294,134)	-	(294,134)
8599 Other State Revenue	27,741	106,293	618,251	212,051	59,845	59,845	937,441	59,845	59,845	937,441	59,845	59,845	5,386,994	8,585,282	7,227,906	1,357,376
	324,806	414,062	1,172,235	471,901	597,210	762,521	1,932,672	597,210	710,820	2,046,282	710,820	710,820	7,319,305	17,770,664	16,283,062	1,487,602
Other Local Revenue																
8660 Interest Revenue	25,776	39,176	36,891	47,775	16,667	16,667	23,333	23,333	23,333	23,333	23,333	23,333	-	322,952	-	322,952
8690 Other Local Revenue	-	1,812	9,754	7,259	-	-	-	-	-	-	-	-	-	18,825	-	18,825
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	7,745	19,984	19,974	-	-	-	-	-	-	-	-	-	47,703	-	47,703
	25,776	48,734	66,629	75,008	16,667	16,667	23,333	23,333	23,333	23,333	23,333	23,333	-	389,480	-	389,480
Total Revenue	4,290,948	4,403,161	8,906,783	7,647,051	7,841,122	9,174,168	9,183,251	7,847,789	10,778,042	11,469,167	10,133,705	10,145,641	18,817,714	120,638,544	111,810,920	8,827,624
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	640,244	2,812,345	2,806,508	2,807,957	2,807,957	2,807,957	2,807,957	2,807,957	2,807,957	2,807,957	2,781,056	727,965	-	29,423,820	30,197,412	773,593
1175 Teachers' Extra Duty/Stipends	143,137	343,095	342,640	359,111	359,111	359,111	359,111	359,111	359,111	359,111	321,520	102,201	-	3,766,374	3,508,640	(257,733)
1200 Pupil Support Salaries	133,718	495,340	495,252	504,107	504,107	504,107	504,107	504,107	504,107	504,107	470,304	235,152	-	5,358,519	4,075,756	(1,282,764)
1300 Administrators' Salaries	271,841	281,356	281,356	282,356	282,356	282,356	282,356	282,356	282,356	282,356	352,728	347,030	-	3,510,800	2,866,514	(644,286)
1900 Other Certificated Salaries	78,240	201,230	204,961	203,914	203,914	203,914	203,914	203,914	203,914	203,914	172,453	86,226	-	2,170,507	1,048,810	(1,121,697)
	1,267,181	4,133,365	4,130,717	4,157,446	4,157,446	4,157,446	4,157,446	4,157,446	4,157,446	4,157,446	4,098,062	1,498,574	-	44,230,020	41,697,133	(2,532,887)
Classified Salaries																
2100 Instructional Salaries	14,188	36,435	39,667	41,652	41,652	41,652	41,652	41,652	41,652	41,652	38,523	20,527	-	440,905	300,710	(140,194)
2200 Support Salaries	186,429	209,081	200,556	220,017	220,017	220,017	220,017	220,017	220,017	220,017	190,182	175,465	-	2,501,834	1,751,355	(750,479)
2300 Classified Administrators' Salaries	70,699	74,600	74,847	73,963	73,963	73,963	73,963	73,963	73,963	73,963	71,767	71,767	-	881,418	615,200	(266,218)
2400 Clerical and Office Staff Salaries	234,689	240,009	251,454	257,097	257,097	257,097	257,097	257,097	257,097	257,097	249,763	244,832	-	3,020,429	2,182,545	(837,884)
2900 Other Classified Salaries	27,678	26,460	26,853	28,097	28,097	28,097	28,097	28,097	28,097	28,097	27,421	27,421	-	332,511	309,043	(23,468)
	533,685	586,585	593,376	620,826	620,826	620,826	620,826	620,826	620,826	620,826	577,656	540,011	-	7,177,097	5,158,853	(2,018,244)
Benefits																
3101 STRS	230,301	751,668	756,730	756,229	756,229	756,229	756,229	756,229	756,229	756,229	714,363	261,228	4,518,619	12,526,515	12,066,452	(460,063)
3301 OASDI	32,258	36,132	35,817	37,933	36,705	36,705	36,705	36,705	36,705	36,705	34,153	31,927	-	428,450	319,849	(108,601)
3311 Medicare	25,238	66,768	66,503	67,274	68,210	68,210	68,210	68,210	68,210	68,210	66,746	29,101	-	730,891	679,412	(51,479)
3401 Health and Welfare	799,177	399,329	423,892	562,047	528,144	509,407	488,823	449,622	449,622	449,622	449,622	449,622	-	5,958,929	5,590,200	(368,729)
3501 State Unemployment	6,788	9,134	217	319	10,682	10,682	53,410	42,728	21,364	10,682	10,682	10,682	-	187,370	201,390	14,020
3601 Workers' Compensation	98,308	30,402	30,151	40,671	47,041	47,041	47,041	47,041	47,041	47,041	46,032	20,070	-	547,882	468,560	(79,322)
3901 Other Benefits	-	-	(479)	-	-	-	-	-	-	-	-	-	-	(479)	773,828	774,307
	1,192,071	1,293,433	1,312,830	1,464,474	1,447,012	1,428,275	1,450,418	1,400,536	1,379,172	1,368,490	1,321,598	802,629	4,518,619	20,379,557	20,099,691	(279,867)
Books and Supplies																
4100 Textbooks and Core Curricula	17,189	1,378	2,685	(2,518)	20,667	20,667	20,667	20,667	20,667	20,667	20,667	20,667	-	184,066	236,000	51,934
4200 Books and Other Materials	-	23,497	79,802	18,616	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	201,915	114,000	(87,915)
4302 School Supplies	55,423	1,327,059	930,125	1,020,159	439,603	440,745	633,021	342,897	1,506,139	1,255,796	1,116,550	1,237,104	-	10,304,621	10,184,287	(120,334)
4305 Software	1,111,687	200,920	129,408	217,312	442,110	(61,067)	141,755	299,888	299,888	299,888	299,888	299,888	-	3,681,567	3,883,000	201,433
4310 Office Expense	5,551	17,587	66,155	33,677	9,177	31,419	19,753	16,461	16,461	16,461	16,461	16,461	-	265,624	218,000	(47,624)
4311 Business Meals	6,814	5,177	2,951	6,453	5,563	4,451	13,557	1,487	1,487	1,487	1,487	1,487	-	52,399	41,000	(11,399)
4400 Noncapitalized Equipment	131,538	26,167	272,000	318,460	39,390	1,080	3,875	98,132	431,036	359,391	319,541	354,042	-	2,354,651	1,876,053	(478,598)
4700 Food Services	-	953	-	-	-	-	-	-	-	-	-	-	-	953	-	(953)
	1,328,200	1,602,738	1,483,126	1,612,158	966,510	447,294	842,628	789,532	2,285,677	1,963,690	1,784,594	1,939,649	-	17,045,797	16,552,340	(493,457)

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY25-26

Revised 12/1/2025

ADA = 8047.86



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	83	83	83	83	83	83	83	83	-	667	1,000	333
5102 Special Education	-	39,363	65,704	260,136	181,833	181,833	181,833	181,833	181,833	181,833	181,833	181,833	362,131	2,182,000	2,834,000	652,000
5105 Security	596	-	298	298	500	500	500	500	500	500	500	500	-	5,193	5,000	(193)
5106 Other Educational Consultants	-	308,321	2,913,671	1,751,354	1,408,464	849,663	2,394,477	195,275	857,724	715,158	635,859	704,513	-	12,734,481	12,596,355	(138,126)
	596	347,684	2,979,673	2,011,788	1,590,881	1,032,079	2,576,894	377,692	1,040,141	897,575	818,276	886,930	362,131	14,922,340	15,436,355	514,015
Operations and Housekeeping																
5201 Auto and Travel	10,759	22,446	33,621	68,393	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	-	305,220	243,000	(62,220)
5300 Dues & Memberships	219	40,226	-	-	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	-	67,778	39,000	(28,778)
5400 Insurance	216,121	72,040	75,261	75,261	87,667	87,667	87,667	87,667	87,667	87,667	87,667	87,667	-	1,140,016	1,000,000	(140,016)
5501 Utilities	-	3,142	3,294	3,592	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	40,028	42,000	1,972
5502 Janitorial Services	-	-	-	-	417	417	417	417	417	417	417	417	-	3,333	5,000	1,667
5900 Communications	25	11,370	11,393	11,683	17,750	17,750	17,750	17,750	17,750	17,750	17,750	17,750	-	176,471	203,000	26,529
5901 Postage and Shipping	4,227	3,308	3,600	794	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	35,263	33,000	(2,263)
	231,351	152,532	127,169	159,724	137,167	137,167	137,167	137,167	137,167	137,167	137,167	137,167	-	1,768,110	1,565,000	(203,110)
Facilities, Repairs and Other Leases																
5601 Rent	37,104	38,254	37,754	40,226	47,447	47,447	47,447	47,447	18,771	18,771	18,771	18,771	36,451	454,659	225,248	(229,411)
5602 Additional Rent	2,069	2,069	2,069	(9,710)	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	26,498	43,000	16,502
5604 Other Leases	-	8,648	3,480	9,365	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	38,160	24,000	(14,160)
5610 Repairs and Maintenance	-	974	6,294	-	500	500	500	500	500	500	500	500	-	11,268	6,000	(5,268)
	39,173	49,945	49,597	39,882	53,780	53,780	53,780	53,780	25,104	25,104	25,104	25,104	36,451	530,585	298,248	(232,336)
Professional/Consulting Services																
5801 IT	38	38	38	20,994	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	-	52,441	44,000	(8,441)
5802 Audit & Taxes	-	-	-	-	5,000	5,000	-	-	-	-	-	-	-	10,000	14,000	4,000
5803 Legal	-	15,902	24,443	40,744	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	161,088	114,000	(47,088)
5804 Professional Development	43,067	10,672	(6,449)	223,123	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	-	285,717	346,000	60,283
5805 General Consulting	-	15,356	2,970	14,738	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	-	48,366	(143,000)	(191,366)
5806 Special Activities/Field Trips	31,165	261,776	265,145	285,483	75,697	39,502	56,543	73,109	321,126	267,750	238,061	263,765	-	2,179,123	2,144,060	(35,063)
5807 Bank Charges	94	67	152	263	250	250	250	250	250	250	250	250	-	2,576	3,000	424
5808 Printing	54	271	1,859	25	500	500	500	500	500	500	500	500	-	6,209	6,000	(209)
5809 Other taxes and fees	4,738	115	395	17,092	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	42,340	29,000	(13,340)
5810 Payroll Service Fee	13,448	20,837	20,849	20,858	16,417	16,417	16,417	16,417	16,417	16,417	16,417	16,417	-	207,325	187,000	(20,325)
5811 Management Fee	163,058	163,058	163,283	163,133	175,931	175,931	175,931	175,931	175,931	175,931	175,931	175,931	51,193	2,111,175	1,956,691	(154,483)
5812 District Oversight Fee	-	-	-	-	72,272	76,271	72,272	72,272	100,439	93,996	93,996	93,996	329,051	1,004,565	937,941	(66,624)
5813 County Fees	-	2,288	-	-	-	-	925	-	-	925	-	-	925	5,063	3,500	(1,563)
5814 SPED Encroachment	2,615	13,318	22,208	22,208	16,121	16,121	16,121	16,121	19,529	19,529	19,529	19,529	39,003	241,952	231,653	(10,299)
5815 Public Relations/Recruitment	-	-	-	-	583	583	583	583	583	583	583	583	-	4,667	6,000	1,333
	258,278	503,698	494,892	808,660	383,014	350,817	359,785	375,427	655,018	596,123	565,510	591,213	420,171	6,362,607	5,879,845	(482,762)
Depreciation																
6900 Depreciation Expense	3,448	3,448	3,448	3,448	3,448	3,448	3,448	3,448	37,240	37,240	37,240	37,240	-	176,546	244,875	68,329
	3,448	3,448	3,448	3,448	3,448	3,448	3,448	3,448	37,240	37,240	37,240	37,240	-	176,546	244,875	68,329
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	4,853,983	8,673,428	11,174,829	10,878,408	9,360,085	8,231,134	10,202,393	7,915,854	10,337,790	9,803,661	9,365,205	6,458,518	5,337,371	112,592,658	106,932,340	(5,660,319)
Monthly Surplus (Deficit)	(563,035)	(4,270,266)	(2,268,046)	(3,231,357)	(1,518,962)	943,035	(1,019,142)	(68,065)	440,252	1,665,506	768,500	3,687,124	13,480,342	8,045,886	4,878,581	3,167,305
														7.1%		4.6%

FY25-26 Pacific Coast Academy

Monthly Cash Flow/Forecast FY25-26

Revised 12/1/2025

ADA = 8047.86



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(563,035)	(4,270,266)	(2,268,046)	(3,231,357)	(1,518,962)	943,035	(1,019,142)	(68,065)	440,252	1,665,506	768,500	3,687,124	13,480,342	8,045,886		
Cash flows from operating activities																
Depreciation/Amortization	3,448	3,448	3,448	3,449	3,448	3,448	3,448	3,448	37,240	37,240	37,240	37,240	-	176,547		
Public Funding Receivables	7,272,891	1,066,923	-	699,648	-	-	(877,596)	-	611,962	(426,163)	451,433	451,433	(18,366,280)	(9,115,749)		
Grants and Contributions Rec.	438,051	-	-	314,298	-	-	-	-	-	-	-	-	-	752,349		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(27,356)	963,422	(517,720)	557,302	-	-	-	-	-	-	-	-	-	975,648		
Other Assets	-	(100,000)	-	-	-	-	-	-	-	-	-	-	-	(100,000)		
Accounts Payable	(622,129)	213,956	(127,524)	45,652	-	-	-	-	-	-	-	-	5,337,371	4,847,326		
Accrued Expenses	290,123	1,928,539	(808,643)	208,290	-	-	-	-	-	-	-	-	-	1,618,309		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	121,467	(25,701)	(441,786)	1,463,421	-	-	-	-	-	-	-	-	(3,510,386)	(2,392,985)		
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	6,913,461	(219,679)	(4,160,271)	60,703	(1,515,514)	946,483	(1,893,290)	(10,064,616)	1,089,454	1,276,582	1,257,173	4,175,796				
Cash, Beginning of Month	18,545,563	25,459,024	25,239,345	21,079,074	21,139,777	19,624,263	20,570,746	18,677,456	8,612,840	9,702,294	10,978,877	12,236,050				
Cash, End of Month	25,459,024	25,239,345	21,079,074	21,139,777	19,624,263	20,570,746	18,677,456	8,612,840	9,702,294	10,978,877	12,236,050	16,411,846				

Cert.	Instr.
56.1%	82.7%
17,975,123	3,275,678

Pupil:Teacher Ratio
21.24

Pacific Coast Academy

Budget vs Actual

For the period ended October 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	\$ 7,092,659	\$ 7,132,628	\$ (39,969)	\$ 22,066,050	\$ 15,057,771	\$ 7,008,279	\$ 90,346,624
Economic Protection Account Funding	0	0	0	326,870	382,393	(55,523)	1,529,573
In Lieu of Property Taxes	0	134,587	(134,587)	0	437,406	(437,406)	1,917,855
Total State Aid - Revenue Limit	7,092,659	7,267,215	(174,556)	22,392,920	15,877,570	6,515,350	93,794,052
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	915,253
Title I, Part A - Basic Low Income	0	0	0	217,684	171,529	46,155	686,119
Title II, Part A - Teacher Quality	0	0	0	0	29,820	(29,820)	119,280
Title III - Limited English	0	0	0	0	0	0	13,155
Federal - Prior Year Adjustments	7,483	0	7,484	38,189	0	38,188	0
Total Federal Revenue	7,483	0	7,484	255,873	201,349	54,523	1,733,807
Other State Revenue							
State Special Education - AB602	553,984	537,357	16,626	1,712,802	1,134,421	578,382	6,806,524
State - Mandated Cost Reimbursement	0	0	0	0	0	0	160,764
State - State Lottery	0	0	0	0	0	0	2,087,867
Prior Year Revenues	(294,134)	0	(294,134)	(294,134)	0	(294,134)	0
State - Other State Revenue	212,051	671,920	(459,869)	964,336	735,109	229,226	7,227,906
Total Other State Revenue	471,901	1,209,277	(737,377)	2,383,004	1,869,530	513,474	16,283,061
Other Local Revenue							
Interest Revenue	47,775	0	47,775	149,618	0	149,619	0
Other Local Revenue	7,259	0	7,259	18,825	0	18,825	0
School Fundraising	19,974	0	19,974	47,703	0	47,703	0
Total Other Local Revenue	75,008	0	75,008	216,146	0	216,147	0
Total Revenue	7,647,051	8,476,492	(829,441)	25,247,943	17,948,449	7,299,494	111,810,920
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	2,807,957	2,770,614	37,343	9,067,054	9,412,133	(345,079)	30,197,412
Certificated Teachers' Extra Duties/Stipends	359,112	318,968	40,144	1,187,984	1,116,386	71,598	3,508,641
Certificated Pupil Support Salaries	504,107	370,708	133,399	1,628,418	1,289,561	338,856	4,075,755
Certificated Supervisors' and Administrators' Salaries	282,356	239,603	42,753	1,116,908	954,050	162,858	2,866,514
Other Certificated Salaries	203,914	95,551	108,363	688,344	332,182	356,164	1,048,811
Total Certificated Salaries	4,157,446	3,795,444	362,002	13,688,708	13,104,312	584,397	41,697,133
Classified Salaries							
Classified Instructional Salaries	41,652	28,639	13,013	131,943	85,917	46,025	300,710
Classified Support Salaries	220,017	147,141	72,876	816,084	579,004	237,080	1,751,355
Classified Supervisors' and Administrators' Salaries	73,963	51,267	22,696	294,109	205,067	89,042	615,200
Clerical, Technical, and Office Staff Salaries	257,097	181,879	75,219	983,249	727,515	255,735	2,182,545
Other Classified Salaries	28,097	26,828	1,268	109,088	98,715	10,372	309,043
Total Classified Salaries	620,826	435,754	185,072	2,334,473	1,696,218	638,254	5,158,853
Benefits							
State Teachers' Retirement System, certificated positions	756,230	663,930	92,300	2,494,929	2,292,313	202,615	12,066,452
OASDI/Medicare/Alternative, certificated positions	37,933	27,017	10,916	142,141	105,166	36,976	319,849
Medicare certificated positions	67,274	61,352	5,922	225,783	214,607	11,175	679,412
Health and Welfare Benefits, certificated positions	562,048	543,514	18,534	2,184,444	2,088,570	95,875	5,590,200
State Unemployment Insurance, certificated positions	318	10,069	(9,751)	16,458	40,278	(23,821)	201,390
Workers' Compensation Insurance, certificated positions	40,671	42,312	(1,641)	199,532	148,006	51,527	468,559
Other Benefits, certificated positions	0	0	0	(480)	773,828	(774,307)	773,828
Total Benefits	1,464,474	1,348,194	116,280	5,262,807	5,662,768	(399,960)	20,099,690
Books & Supplies							
Textbooks and Core Curricula Materials	(2,518)	19,667	(22,185)	18,734	78,666	(59,934)	236,000
Books and Other Reference Materials	18,616	9,500	9,116	121,914	38,000	83,915	114,000
School Supplies	1,020,158	1,061,816	(41,658)	3,332,766	3,757,538	(424,772)	10,184,287
Software	217,312	323,583	(106,271)	1,659,327	1,294,333	364,993	3,883,000
Office Expense	33,677	18,167	15,510	122,969	72,667	50,303	218,000
Business Meals	6,453	3,417	3,036	21,395	13,667	7,728	41,000
Noncapitalized Equipment	318,460	290,993	27,467	748,164	395,172	352,993	1,876,053
Food Services	0	0	0	954	0	953	0
Total Books & Supplies	1,612,158	1,727,143	(114,985)	6,026,223	5,650,043	376,179	16,552,340

Pacific Coast Academy

Budget vs Actual

For the period ended October 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Nursing	0	83	(84)	0	333	(333)	1,000
Special Education	260,135	236,167	23,969	365,202	944,667	(579,464)	2,834,000
Security	298	417	(118)	1,193	1,666	(474)	5,000
Other Educational Consultants	1,751,355	1,796,761	(45,407)	4,973,347	5,442,038	(468,692)	12,596,355
Total Subagreement Services	2,011,788	2,033,428	(21,640)	5,339,742	6,388,704	(1,048,963)	15,436,355
Professional/Consulting Services							
IT	20,994	3,666	17,328	21,108	14,667	6,442	43,999
Audit and Tax	0	4,667	(4,667)	0	4,666	(4,667)	14,000
Legal	40,744	9,500	31,244	81,088	38,000	43,089	114,000
Professional Development	223,123	28,833	194,290	270,413	115,334	155,079	346,000
General Consulting	14,738	(11,916)	26,654	33,063	(47,667)	80,730	(143,000)
Special Activities	285,483	295,630	(10,147)	843,570	912,930	(69,360)	2,144,061
Bank Charges	263	250	13	576	1,000	(424)	3,000
Printing	25	500	(476)	2,208	2,000	209	6,000
Other Taxes and Fees	17,091	2,417	14,675	22,340	9,667	12,673	29,000
Payroll Service Fee	20,858	15,583	5,275	75,992	62,333	13,659	187,000
Management Fee	163,133	163,058	75	652,532	652,230	301	1,956,691
District Oversight Fee	0	72,672	(72,672)	0	158,776	(158,775)	937,940
LACOE Fees	0	875	(875)	2,289	875	1,413	3,500
SELPA Fees	22,208	16,121	6,087	60,349	34,033	26,316	231,654
Public Relations	0	500	(500)	0	2,000	(2,000)	6,000
Total Professional/Consulting Services	808,660	602,356	206,304	2,065,528	1,960,844	104,685	5,879,845
Facilities, Repairs & Other Leases							
Rent	40,226	18,770	21,456	153,337	75,082	78,255	225,248
Additional Rent	(9,709)	3,584	(13,293)	(3,502)	14,334	(17,835)	43,000
Other Leases	9,365	2,000	7,365	21,493	8,000	13,493	24,000
Repairs and Maintenance	0	500	(500)	7,268	2,000	5,268	6,000
Total Facilities, Repairs & Other Leases	39,882	24,854	15,028	178,596	99,416	79,181	298,248
Operations & Housekeeping							
Auto and Travel Expense	68,393	20,250	48,144	135,220	81,000	54,219	243,000
Dues & Memberships	0	3,250	(3,250)	40,445	13,000	27,445	39,000
Insurance	75,261	83,333	(8,073)	438,683	333,333	105,350	1,000,000
Utilities	3,592	3,500	92	10,028	14,000	(3,972)	42,000
Janitorial/Trash Removal	0	417	(417)	0	1,666	(1,666)	5,000
Communications	11,684	16,916	(5,233)	34,471	67,667	(33,196)	203,000
Postage and Shipping	794	2,750	(1,955)	11,930	11,000	930	33,000
Total Operations & Housekeeping	159,724	130,416	29,308	670,777	521,666	149,110	1,565,000
Depreciation							
Depreciation Expense	3,449	20,407	(16,958)	13,794	81,625	(67,832)	244,875
Total Depreciation	3,449	20,407	(16,958)	13,794	81,625	(67,832)	244,875
Total Expenses	10,878,407	10,117,996	760,411	35,580,648	35,165,596	415,051	106,932,339
Change in Net Assets	(3,231,356)			(10,332,704)			
Net Assets, Beginning of Period	13,424,889			20,526,237			
Net Assets, End of Period	\$ 10,193,533			\$ 10,193,533			

Pacific Coast Academy**Statement of Financial Position**

October 31, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 21,139,777	\$ 18,545,562	\$ 2,594,215	14 %
Accounts Receivable	46,013	798,362	(752,349)	(94) %
Public Funding Receivables	2,389,843	11,429,307	(9,039,464)	(79) %
Prepaid Expenses	87,943	1,063,591	(975,648)	(92) %
Total Current Assets	23,663,576	31,836,822	(8,173,246)	(26) %
Long-term Assets				
Property & Equipment, Net	395,195	408,989	(13,794)	(3) %
Deposits	150,999	50,999	100,000	196 %
Total Long-term Assets	546,194	459,988	86,206	19 %
Total Assets	\$ 24,209,770	\$ 32,296,810	\$ (8,087,040)	(25) %
Liabilities				
Current Liabilities				
Accounts Payable	\$ 739,852	\$ 1,229,898	\$ (490,045)	(40) %
Accrued Liabilities	4,745,257	3,126,948	1,618,308	52 %
Deferred Revenue	8,531,128	7,413,726	1,117,402	15 %
Total Current Liabilities	14,016,237	11,770,572	2,245,665	19 %
Total Liabilities	14,016,237	11,770,572	2,245,665	19 %
Net Asset	10,193,533	20,526,237	(10,332,704)	(50) %
Liabilities & Net Assets	\$ 24,209,770	\$ 32,296,810	\$ (8,087,040)	(25) %

Pacific Coast Academy**Statement of Cash Flows**

For the period ended October 31, 2025

	Month Ended 10/31/25	YTD Ended 10/31/25
Cash Flows from Operating Activities		
Change in Net Assets	\$ (3,231,356)	\$ (10,332,704)
Adjustments		
Depreciation	3,449	13,794
(Increase) Decrease in Operating Assets		
Public Funding Receivables	699,648	9,039,463
Grants, Contributions & Pledges Receivable	314,298	752,350
Prepaid Expenses	557,302	975,647
Other Assets	0	(100,000)
Increase (Decrease) in Operating Liabilities		
Accounts Payable	45,652	(490,045)
Accrued Expenses	208,290	1,618,309
Deferred Revenue	1,463,421	1,117,401
Total Cash Flows from Operating Activities	60,704	2,594,215
Change in Cash and Cash Equivalents	60,704	2,594,215
Cash & Cash Equivalents, Beginning of Period	21,079,074	18,545,562
Cash & Cash Equivalents, End of Period	\$ 21,139,777	\$ 21,139,777

Coversheet

Local Control Accountability Plan (LCAP) Mid-Year Update

Section: IV. Other Business
Item: A. Local Control Accountability Plan (LCAP) Mid-Year Update
Purpose: FYI
Submitted by:
Related Material: PCA Mid-Year LCAP Update December 2025.pptx



PACIFIC COAST ACADEMY

December 10, 2025

Student Population

(Data Source: 2025 California School Dashboard)

Enrollment 6760

```
graph TD; A[Enrollment 6760] --> B[Socio-economic disadvantaged 38.4%]; B --> C[English Learners 1.4%]; C --> D[Foster Youth 0%];
```

Socio-economic disadvantaged 38.4%

English Learners 1.4%

Foster Youth 0%

Overview of Student Groups 2025

- **Total Enrollment:** 6,760
- **Unduplicated (Low SES, Foster, ELLs):** 2,694/6,760 or 39.9%

Enrollment

School Demographics on Census Day

Student Group	Total	Percentage
English Learners	95	1.4%
Foster Youth	2	0%
Homeless	56	0.8%
Socioeconomically Disadvantaged	2,597	38.4%
Students with Disabilities	712	10.5%

Overview of Student Race/Ethnicity

(Based on Census Day 2025)

Race/Ethnicity	Total	Percentage
African American	95	1.4%
American Indian	32	0.5%
Asian	206	3%
Filipino	79	1.2%
Hispanic	2,100	31.1%
Two or More Races	567	8.4%
Pacific Islander	18	0.3%
White	3,573	52.9%

Budget Overview

Projected General Fund Revenue for the 2025-26 Year	Amount
Total LCFF Funds	\$98,323,694
LCFF supplemental & concentration grants	\$6,473,517
All other state funds	\$13,221,705
All local funds	\$389,480
All federal funds	\$2,014,446
Total Projected Revenue	\$113,949,325

Projected Funds and Expenses (Nov 2025)	Amount Project	Project Expenses (Nov 2025)	Project Balance
LCFF Supplemental & Concentration Grants	\$6,473,517	\$1,146,674	\$5,326,843
All Federal Funds	\$2,014,446	\$437,834	\$1,576,611



California School DASHBOARD



Red



Orange



Yellow



Green



Blue

2024-25 Local Indicators

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

LCFF Priority: 1

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

STANDARD MET

LCFF Priority: 3

**Parent and Family
Engagement**

STANDARD MET

LCFF Priority: 2

**Implementation of
Academic Standards**

STANDARD MET

LCFF Priority: 6

Local Climate Survey

STANDARD MET

LCFF Priority: 7

**Access to a Broad
Course of Study**

STANDARD MET

Goal 1: Optimize Conditions for Learning

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

Goal 1: Measuring 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	Current difference from Baseline
1	% of teachers fully credentialed & appropriately assigned	99%	99%	99%	100%	0%
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	100%	0%
3	% of facilities maintained in good repair (metric may be School facilities in "Good Repair" (local survey)	100%	100%	100%	100%	0%
4	Student Attendance Rate (CALPADS)	98%	98%	97.5%	100%	-0.5%
5	Chronic Absenteeism Rate (Dashboard)	0.5%	0.8%	0.7%	0%	+0.2%
6	High School Graduation Rate (Dashboard)	91%	92%	92.3%	95%	+1.3%
7	High School Dropout Rate (CALPADS)	7% (44/642)	1% (8/768)	1.7% (13/761)	0%	-5.3%
8	Middle School Dropout Rate (CALPADS)	11% (75/671)	2.9% (25/855)	2.3% (21/924)	0%	-7.7%
9	Student Suspension Rate (Dashboard)	0%	0%	0%	0.0%	0%
10	Student Expulsion Rate (Dashboard)	0%	0%	0%	0.0%	0%
11	% of students who feel high levels of connectedness to their school	98%	80.4%	TBD (April 26)	100%	TBD
12	% of parents who strongly agree/agree Adults at the school care about students (Internal Survey).	99%	96.9%	TBD (April 26)	100%	TBD
13	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students (Internal Survey).	96%	95.5%	TBD (April 26)	100%	TBD

Goal 1: Measuring & Reporting Results

2024-25 Absentee and Suspension Rates (Goal 1: Priority 5)

LEARN MORE Chronic Absenteeism

All Students State



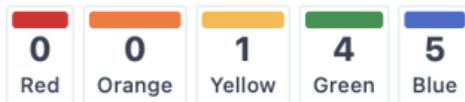
Blue

0.7% chronically absent

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Homeless

LEARN MORE Suspension Rate

All Students State



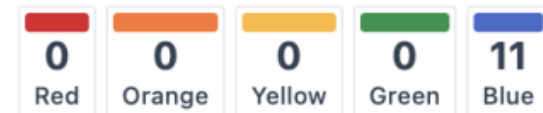
Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



2024-25 Graduation Rates

(Goal 1: Priorities 5)

LEARN MORE
Graduation Rate

All Students State



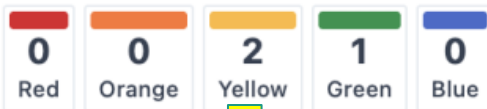
Green

92.3% graduated

Maintained 0.3%

EQUITY REPORT

Number of Student Groups in Each Color



Hispanic & Socioeconomically Disadvantaged

2024-2025 PCA Graduation Data

Student Group	# of students	2025	Change	Dashboard Color
State of CA	--	87.8%	Increased 1%	Green
Dehesa SD	K-6 District			
Schoolwide	168	92.3%	Maintained 0.3%	Green
Hispanic/ Latino	58	91.1%	Declined 2%	Yellow
White	64	92.3%	Increased 1.7%	Green
Socioeconomically Disadvantaged	90	92.6%	Declined 1.9%	Green
Students with Disabilities	34	76.5%	Declined 2.1%	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: American Indian (1), African American (6), Asian (4), Filipino (1), Two or more races (9), Foster Youth (0), Homeless (7), English Learners (9), Long-Term English Learners (5)

Goal 2: Improve College and Career Readiness

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

Goal 2: Measuring 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	Current difference from Baseline
1	Schoolwide ELA Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)	-1 (Green)	2.4 (Green)	0.0 (Green)	+8.8%
2	Schoolwide Math Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)	-35.1 (Yellow)	-34.9 (Orange)	-37.0 (Green)	+8.1%
3	Schoolwide Science Distance from Standard (DFS) and (California School Dashboard Color)	NA	-6.6 (Baseline)	59.6 Science Points-baseline data	0.0 (Green)	Baseline
4	% of students scoring At Standard or Exceed Standard on the California Science Test (Dataquest)	38.4%	43.1%	45.9%	45.4%	+7.5%
5	% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP) (Dataquest)	62.96%	72.1%	73.1%	55.2%	+10.14%
6	% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program (EAP) (Dataquest)	24.1%	38.1%	40.7%	40.3%	+16.6%
7	% of Cohort Graduates who met UC/CSU Requirements (Dataquest)	27.5%	37.2%	42.2%	33.5%	9.7%
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%	62.9%	67.2%	+4.7%
9	% of students in AP Courses who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%	1.5%	9.3%	10.6%	+5.7%
10	% of students completed a CTE pathway who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%	1.5%	4.7%	8.8%	+2.9%
11	% prepared on College and Career Readiness Indicator (CCRI) Dashboard Status (Dashboard)	36.4% Medium	45.6% (Green)	51.5% (Green)	51.4%	+15.1%
12	% of College Credit Courses completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%	52.9%	55.8%	80%	-23.1
13	% of students who were identified as Prepared on the CCRI who received a State Seal of Biliteracy	5.5%	1.5%	6.5%	12.5%	+1.0%
14	% of Graduates Earning a Golden State Seal Merit Diploma (Dataquest)	43.5%	43.8%	42.9%	49.5%	-0.6%
15	English Learners progress on ELA Distance from Standard (DFS) and (California School Dashboard color)	-78.3 (Red)	-43.5 (Yellow)	-38.8 (Yellow)	-50 (Green)	+39.5%
16	English Learners progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-102.3 (Red)	-82.4 (Yellow)	-63.0 (Yellow)	-70 (Green)	+19.9
17	African American student progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-98.5 (Red)	-96.7 (Red)	-72.7% (Yellow)	-90 (Green)	+25.8%

Goal 2: Measuring & Reporting Results

Schoolwide & Significant Student Group Assessment Data

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

2024-25 State ELA Assessment Results (CAASPP)

(Schoolwide & Significant Student Groups)

(Goal 2: Priority 4)

LEARN MORE
English Language Arts

All Students State

Green

2.4 points above standard

Increased 3.5 Points ⬆️

EQUITY REPORT
Number of Student Groups in Each Color

0	1	5	4	0
Red	Orange	Yellow	Green	Blue

2024-25 PCA Student Group Performance Level in ELA					
Student Group	# of Students (w/CAASPP Results)	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	3365	52.8%	2.5 point above	Increased 3.5 points	Green
Two or more Races	297	56.9%	16.2 points above	Increased 9.0 points	Green
White	1,817	53.2%	2.6 points below	Increased 3.5 points	Green
Hispanic	1,012	48.2%	8.6 points below	Increased 4.6 points	Yellow
Black or African American	52	34.0%	22 points below	Increased 29.9 points	Yellow
Socioeconomically Disadvantaged	1,340	47.4%	12.2 points below	Increased 4.6 points	Yellow
Homeless	45	36.8%	27.5 points below	Increased 18.4 points	Yellow
English Learners	98	14.9%	38.8 points below	Increased 4.7 points	Yellow
Filipino	39	72.2%	38.3 points above	Maintained -0.5 point	Green
Asian	112	81.6%	63.9 points above	Declined 3.4 points	Green
Students with Disabilities	433	28.3%	56.9 points below	Declined 3.4 points	Orange
Long Term EL	6	N/A	96.2 Points below	Increased 36.1 Points	No Color
American Indian or Alaska Native	19	45.0%	31 points below	Declined 19.5 points	No Color
Native Hawaiian or Pacific Islander	11	54.5%	39.5 points above standard	N/A	No Color

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

2024-25 State Mathematics Achievement Results (CAASPP)

(Schoolwide & Significant Student Groups)

(Goal 2: Priority 4)

LEARN MORE Mathematics

All Students State

Orange

34.9 points below standard

Maintained 0.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

1	2	5	2	0
Red	Orange	Yellow	Green	Blue

2024-25 PCA Student Group Performance Level in Mathematics					
Student Group	# of Students (w/CAASPP Results)	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	3,455	37.1%	34.9 points below	Maintained 0.2 points	Orange
Two or more Races	311	44.1%	34.8 points below	Increased 18.7 points	Green
White	1,862	37.8%	31.3 points below	Maintained -0.9 points	Orange
Hispanic	1,047	30.9%	54.1 points below	Maintained 0.9 points	Orange
Black or African American	53	26.4%	72.7 points below	Increased 24.1 points	Yellow
Socioeconomically Disadvantaged	1,336	31.0%	52.6 points below	Increased 4.4 points	Yellow
Homeless	38	15.8%	79.1 points below	Increased 3.4 points	Yellow
English Learners	47	19.2%	63.0 points below	Increased 19.4 points	Yellow
Filipino	36	50.0%	10.2 points below	Declined 7.1 points	Yellow
Asian	114	64.9%	33.8 points above	Declined 13.3 points	Green
Students with Disabilities	375	17.6%	95.1 points below	Declined 6.2 points	Red
Long Term EL	6	N/A	155.8 points below	Maintained -2.8 points	No Color
American Indian or Alaska Native	20	20.0%	48.2 points below	Declined 24.4 Points	No Color
Native Hawaiian or Pacific Islander	11	54.5%	12.3 points above	N/A	No Color

*The following student groups had less than 11 students, so data was not displayed due to privacy: Foster Youth (1) & Long-Term EL (6)

2024-25 EAP & College and Career Indicator

(Schoolwide and significant student groups)

(Goal 2: Priority 4)

LEARN MORE
College/Career

All Students State



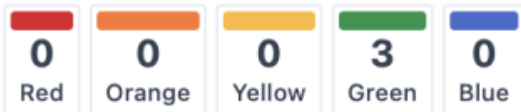
Green

Prepared 51.5%

Increased 5.9% [Ⓢ]

EQUITY REPORT

Number of Student Groups in Each Color



Student Group	# of Students	% Met/ Exceeded ELA CAASPP Standards	% Met/ Exceeded Math CAASPP Standards	College/ Career % Prepared	Change	College & Career Dashboard Color
All Students	167	73.1%	40.7%	51.5%	Increased 5.9%	Green
White	64	77.6%	47.4%	61.1.7%	Increased 2.4%	Green
Socioeconomically Disadvantaged	66	65.2%	31.8%	47.7%	Increased 8.3%	Green
Hispanic	59	71.2%	33.9%	35.7%	Increased 3.0%	Green
Students with Disabilities	18	50.0%	16.7%	21.2%	Increased 3.4%	No Color

The following student groups had less than 11 students, so data was not displayed due to privacy: Asian (1), Black/African American (6), American Indian (4), Asian (5), Filipino (), Two or more races (8), Foster Youth (1), Homeless (7), English Learners (9) and Long-Term English Learners (5)

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

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

Goal 3: Measuring 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	Current difference from 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%	63.2%	62.3%	6.9%
2	% of English Learner students who scored proficient on the English Language Proficiency for Summative ELPAC (Dataquest).	20.9%	23.53%	31.3%	26.9%	10.4%
3	English Learner Reclassification Rate	28% (26/93)	27% (27/101)	TBD (May 26)	35%	TBD
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%	TBD (April 26)	100%	TBD
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%	TBD (April 26)	63%	TBD
6	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	100%	0%
7	% of students who have <i>access and are enrolled</i> in a broad course of study (Pathways)	100%	100%	100%	100%	0%
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	75.8% (25/33) 24.2% dropout	18.4% dropout	-2.8%
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 <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%	33.0%	TBD (April 26)	50.0%	TBD

**Goal 3:
Measuring
&
Reporting
Results**
(Priorities: 2, 3,
4 & 7)

2024-25 English Learner Progress

(Goal 3: Priority 4)

English Learners

Student Group

State



Blue

63.2% making progress

Increased 14.6% ↗

Number of Students: 76

Assessments (2024-2025)	English Learners	Long Term English Learners
ELPAC Summative	31.3%	40%
ELPI -Dashboard	63.2%	86.4%
CAASPP ELA	14.9%	<11 students
CAASPP Math	19.8%	<11 Students
EAP (11th grade CAASPP)	<11 students	<11 students

2024-25 Long-Term English Learner Progress (Goal 3: Priority 4)

LTEL CAASPP Data Number of Students: 6

Long-Term English Learners

Student Group

State



No Performance Color

86.4% making progress

Increased 44.1% ↗

Number of Students: 22

ELA

Percent of students within each achievement level

In order to protect student privacy, data is suppressed because fewer than 11 students tested.

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level

In order to protect student privacy, data is suppressed because fewer than 11 students tested.

[VIEW MATH DETAILED TEST RESULTS](#)

Thank you



Coversheet

LCAP Federal Addendum

Section: IV. Other Business
Item: B. LCAP Federal Addendum
Purpose: Vote
Submitted by:
Related Material: PCA Federal Addendum_Updated 9-11-25 (1).pdf

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Pacific Coast Academy

CDS code:

37680490136416

Link to the LCAP:

(optional)

<https://pacificcoastacademy.org/accountability>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific Coast Academy (PCA) is a direct-funded, WASC-accredited, public charter school that opened on July 1, 2017. Pacific Coast Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school provide standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child. PCA serves independent study and homeschooled students in Transitional Kindergarten through grade 12.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our cohort high school graduation rate is 89%, an increase of 14% from the previous year and higher than the schoolwide rate of 87%. Further, our numerically significant subgroups' graduation rates are as follows: Students with a low-socio-economic status, 88%, Hispanic students 87%, and White students 93%. Our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow), doubling our DFS improvement from the previous year. In 2019-20, 12% of our English Learners reclassified, and in 2018-19, 53% of our English Learners made progress towards English language proficiency (English Learner Progress Indicator).

Although our 2019-20 cohort high school graduation rate is 89%, it is well below what we want. Moreover, the graduation rate for students with disabilities is low at 57%. This data also demonstrates a need to improve the percentage of students who score At Prepared on the College Career Indicator (CCI). For example, in 2019-2020, 26% of our graduate cohort scored At Prepared on the CCI, 3% completed a Career Technical Education (CTE) pathway, 28% met the A-G requirements, and 50% completed a college credit course. 51% of our students who took the California state assessments (CAASPP) in 2018-19 scored at Conditionally Ready or Prepared in ELA on the Early ELA Early Assessment Program (EAP), and 40% scored likewise in math. Similarly, our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow) and -71 (Yellow) for math.

To improve student performance, we will use federal funds to implement the following strategies:

Title I, Part A: We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

Title II, Part A: Title II funds will be used to supplement school funds used for professional development for professional development for principals, vice principals, coordinators, and coaches to improve initial instruction in identified areas of need, including math achievement. Professional development is currently focused on Common Core Math Standards approach, including the practice standards. Our professional development also focuses on academic supports for students who are not successful in learning to read using our core program and current intervention programs and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. Additionally, our professional development for school leaders and teachers focuses on collecting, interpreting, and using data to inform our instructional practice and curriculum.

Title III, Part A: Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP Goals are as follows: Optimizing Conditions for Learning, Improving College and Career Readiness, and Improving Access and Success in a Broad Course of Study. To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no student falls through the cracks, especially with our personalized learning approach.

Title I

- Goal 3, Action 10- Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math).

- Goal 3, Action 11- Monthly parent meetings (in addition to regular HST meetings) focused on understanding state academic standards and their relation to their children's education.
- Goal 3, Action 12- Monthly teacher professional development focused on understanding state academic standards and integrating them into classes, teacher resources, instructional material, and educational support.
- Goal 3, Action 13- Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

Title II

- Goal 1, Action 6- To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

Title III

- Goal 3, Action 9- Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included parent surveys and virtual town hall meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. During the 2020-2021 school year, these strategies were repeated to ensure families are able to share their experiences and provide input into the LCAP. We collect data from a broad range of stakeholders (parents/guardians, students, staff, community members) regarding their priorities in a series of meetings and surveys throughout the school year.

In addition, we hold virtual town hall meetings and focus groups to gather additional information related to the LCAP. For parents and family members specifically, we hold meetings where families

provide input on their priorities for the LCAP. Staff discusses the LCAP in DELAC meetings, and one to one meeting with students and families. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

PCA involves parents of Title I students in an organized, ongoing, and timely way. Parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. The policy will be updated annually based on the feedback received from our parent advisory group, School Site Council and ESSA updates.

Parents are involved in the governing of the school through participation in surveys, DELAC, and our parent advocacy group. Parent groups may assist the school with community outreach, resource development, extracurricular programs, and community service projects. PCA views parents/guardians as our partners in educating our students. We have dedicated staff to assist all Title I parents/guardians the opportunities to participate in school activities and meetings including parents/guardians with limited English proficiency, with disabilities, and/or migrant students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via digital format that can be translated with the use of technology. School provides use of interpreters, translators, and/or American sign language. In addition, educators communicate regularly with parents and families regarding school events, students' progress via zoom, email, phone, IM, or text. We have established an ongoing process to gather information through regular surveys.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted Support Program:

We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and

general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

The school's academic support program includes opportunities for low-performing students to meet academic standards. Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in PCA's educational and support programs. PCA will use Title I funds to supplement programs and supports aligned with the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all

students, which shall include contact number to access additional information regarding enrollment. A student's IEP or report card will never be required prior to participation in any attendance lottery or as a condition of enrollment.

School Homeless Liaison

The school will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison will receive annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlets designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students will be enrolled and provided a full and equal opportunity to succeed school and various programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. PCA helps support the needs of homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary, and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

- Educational Planning
- Assistance with Participation in school programs, college entry programs, and transition to college and career.
- Tutoring or other instructional support
- Expedited Evaluations
- Referrals for Medical, Dental, counseling, housing and other services/programs
- Coordination between Schools and Agencies
- Obtaining or Transferring Records for easy Enrollment

Student Rights

Homeless students who are enrolled in the school have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- Continue to attend the school for the duration of homelessness or the current school year.
- Right to return to the school if PCA was their most recent previous school.
- Receive all educational services for which they are eligible.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned home school teacher (HST) serves to inform parents and students about our school policies and expectations. Together, and with guidance from the high school counselor as appropriate, the HST and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of PCA'S instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards-based assessments, teacher and parent observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include school changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to staff and students. The SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students on monthly basis. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). We plan to provide additional SEL curriculum for all grade levels, professional development to all staff on how to support our students in greatest need through transitions, and parents' trainings/workshops. Stakeholder engagement in SEL program will include: Input from school staff, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

PCA supports students who are credit deficient in meeting graduation requirements. In addition, students are offered an opportunity for concurrent enrollment to get a head start on college or to learn job skills, such as computer programming or nursing. PCA is actively engaged in collaboration with local colleges to make concurrent enrollment options even more accessible to our students who need it the most. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year. In 2021, we have enhanced student access and success with CTE pathways via collaboration with eDynamics and other virtual programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school provides professional learning to all staff based on evidence-based high-leverage instructional practices and curriculum development to improve student achievement. Professional learning activities are grounded in student achievement results and adjusted per staff feedback. We support teachers, administrators, and teachers through various opportunities designed to build their professional capacity:

- **Beginning Teacher Support Program-** Our Lead Teachers referred to as RCs, mentor and provide beginning teaches with intensive and individualized support aligned with current schoolwide initiatives and goals, leading to accelerating new teacher practice.
- **New Administrator Support-** New administrators receive coaching and mentorship from the principal and the National Center for Urban School Transformation (NCUST) located within San Diego State University. Principals themselves receive individual coaching from NCUST, including curriculum and instruction.
- **New Teacher Orientation -** New teacher orientation is provided at the beginning of each year to support teachers in lesson planning, supporting English Learners and students with special needs, and curriculum.
- **Lead Teachers-** Our Lead Teachers are referred to as RCs and help mentor new teachers and support them with curriculum-related needs.
- **Professional Learning Communities (PLC) –** Each month, teachers and administrators participate in PLC meetings to review student achievement data, curriculum, practical instructional practices, and academic support. This includes focused support for English Learners, social-emotional supports, and formative assessments.

All of the listed professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. Administrators review individual SMART Goals with the principal and discuss progress. The principal meets regularly with a coach from NCUST to review school culture and academic progress. The principal meets with faculty monthly to assess and discuss organizational culture, identified needs, and the effectiveness of school leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are single school charter.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We value collaboration with all of our stakeholders, particularly families. We regularly analyze feedback from all stakeholders. Professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. We collaborate with the National Center for Urban School Transformation to engage in data analysis to support the continued academic success of our students. Our goal has been to identify root causes through a needs assessment and allocate resources to address them. We maintain a wide array of monitoring metrics in both our Local Control and Accountability Plan (LCAP) and reviews with our charter authorizing district to assist in targeting needs, allocating resources, and evaluating program effectiveness. We use Title II, Part A funds for staff professional development related to the state academic standards, high-leverage math practices, beginning teacher support program, commercial diagnostic assessments. We monitor the effectiveness of these programs using the same process we use to evaluate the progress of our LCAP actions, including a robust evaluation process that utilizes multiple measures to update and improve activities that includes:

- Student and Family Engagement Surveys- We administer an engagement survey to students and families annually. The survey responses help us identify academic and social-emotional needs.
- Employee Evaluation Process – All teachers and staff receive regular constructive feedback through an evaluation approach that provides constructive and feedback and encourages professional reflection to ensure all students have access to high-quality teachers.
 - Professional Development Feedback – Participants provide feedback on professional development workshops through evaluations. We use survey results to guide future professional development to ensure that content is relevant and meets the overall needs of the teachers and paraprofessionals.
- Stakeholder Input – We regularly seek out stakeholder input. For example, we develop our LCAP based on the input of our various stakeholder groups, including teachers, classified employees, students, and families.
- Achievement Results – We regularly analyzed student achievement data, including Smarter Balanced Assessment results, California Schools Dashboard Indicators, and our internal diagnostic results (STAR360). We use federal funds to purchase a data analysis system to purchase a robust and comprehensive student data analysis system.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA is grounded in the belief that teachers and parents are the key levers that boost student achievement; thus, quality professional development is essential for PCA students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The school's long-term planning and supplementing the selected instructional materials to best support all of our students. The leadership team shares best practices that are successful with staff and parents of English Learners, such as effective instructional methods and strategies. The staff monitors and supports students and families to enhance the effectiveness of instruction. Professional development for teachers takes place on a monthly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The student progress toward grade level standards is analyzed monthly, whereas the results of formative assessments are analyzed quarterly.

Secondarily, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in homeschooling and ways the students/families can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms. Another integral component of professional development at the school are the monthly Professional Learning Community (PLC) meetings. Teachers collect student's achievement data, conduct one-one-one meetings and review student academic work. Following the student-teacher meeting, the team discusses student learning based on student data and notes from the observation. Teachers are empowered to provide feedback to their colleagues in supporting students' academic success. These meetings allow PCA staff to notice instructional and cultural trends across the school and align professional development accordingly. The PLC cultivates a profound desire in staff to continue to improve their craft.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title III, Immigrant funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA's strives to ensure all of our English Language Learners to advance each year in their language development and be redesignated. Based on the student's Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). PCA will purchase instructional materials that will support access to grade-level content for ELs in correlation with the California ELD standards. In addition, will also provide professional development for teachers in English Language Development and monitoring student progress. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional programs were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the STAR360 assessment, and other summative assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for four years after reclassification. ELs and RFEP students not making adequate academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific Coast Academy reserves the right to use Federal Transferability at any time as is allowable under Title funding rules. We will transfer our Title IV allotment to Title I.

Coversheet

Teaching Assignment Monitoring Outcomes (TAMO) Data Report

Section: IV. Other Business
Item: C. Teaching Assignment Monitoring Outcomes (TAMO) Data Report
Purpose: FYI
Submitted by:
Related Material: PCA 2023-24 TAMO Data Report.pdf



DataQuest Home / Teaching Assignment Monitoring Outcomes by FTE

2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Pacific Coast Academy Report (37-68049-0136416) Disaggregated by Subject

- [+ Report Description](#)
- [+ Report Glossary](#)
- [+ Report Options and Filters](#)

<u>Subject Area</u>	<u>Total Teaching FTE</u>	<u>Clear</u>	<u>Out-of-Field</u>	<u>Intern</u>	<u>Ineffective</u>	<u>Incomplete</u>	<u>Unknown</u>	<u>N/A</u>
Self-Contained Class	105.0	88.5%	11.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Agriculture	0.4	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Art	3.2	20.7%	79.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Business	0.3	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career Technical Education	0.7	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Computer Education	0.2	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Dance	0.7	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Drama/Theater	0.6	15.3%	84.7%	0.0%	0.0%	0.0%	0.0%	0.0%
English Language Arts	12.3	64.0%	36.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foreign Languages	4.3	24.7%	75.3%	0.0%	0.0%	0.0%	0.0%	0.0%
General Administration	0.7	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Health Education	0.1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
History/Social Science	5.2	49.0%	51.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics	8.8	37.0%	63.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Arts	0.0	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Music	3.3	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Instruction-Related Assignments	43.9	95.8%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	7.4	27.2%	2.3%	0.0%	0.0%	0.0%	0.0%	70.5%
Science	5.8	44.2%	55.8%	0.0%	0.0%	0.0%	0.0%	0.0%

Report Totals

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
<u>Pacific Coast Academy</u>	202.8	77.1%	20.3%	0.0%	0.0%	0.0%	0.0%	2.6%
<u>Dehesa Elementary</u>	458.3	71.5%	24.5%	0.0%	0.1%	0.3%	0.2%	3.3%
<u>San Diego</u>	22,732.0	85.9%	4.7%	1.3%	3.0%	4.8%	0.1%	0.2%
<u>Statewide</u>	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

Note: Data for classroom-based teaching assignments taught by teachers without a Statewide Education Identifier (SEID) are not included in the Teacher Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) report. Data are not included for districts and independently reporting charter schools (IRCs) that did not certify their California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 submission. Due to rounding error, partial FTE counts by AMO may not sum exactly to the Total FTE displayed in the report for the selected reporting level and filters. For more information about this report, including data sources and timelines, data uses, downloadable files, and a description of the methodology and business rules for processing the data, please visit the [CDE Information about the Teaching Assignment Monitoring Outcome Report](#) webpage.

* Charter school data are removed by default from all district-level reports, including the associated state and county Report Totals. To include charter school data in district-level reports, select the “Reset Filters” button on district-level reports to show data for “All Schools” OR select the desired School Type filter from within the expandable Report Filters menu on the desired DataQuest report.

** Results produced using the Alternative School report filter are based on the Alternative School Accountability Status (ASAS) during associated academic year, which is based on the Dashboard Alternative School Status (DASS). The Alternative School report filter is strictly intended to facilitate comparisons for traditional charter and non-charter schools by allowing for the removal of alternative schools, which generally serve “high-risk” student populations. More information about alternative school accountability can be found on the [CDE Dashboard Alternative School Status \(DASS\)](#) webpage.

Coversheet

Comprehensive Sexual Health and HIV/AIDS Prevention Education Policy

Section: IV. Other Business
Item: D. Comprehensive Sexual Health and HIV/AIDS Prevention Education Policy
Purpose: Vote
Submitted by:
Related Material:
PCA Comp Sexual Health & HIV-AIDS Prev Ed Policy_Proposed 11.05.2025.pdf



Pacific Coast Academy

Comprehensive Sexual Health and HIV/AIDS Prevention Education Policy

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COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION POLICY

The Governing Board recognizes that the purpose of Pacific Coast Academy's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

The School's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information, and designed to teach students to make healthy choices and reduce high-risk behaviors. Pacific Coast Academy's program shall comply with the requirements of law, Board policy, and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

GENERAL CRITERIA FOR INSTRUCTION AND MATERIALS

The Executive Director or designee shall ensure that the School's comprehensive sexual health and HIV prevention education and the associated materials: (Education Code 51930, 51933)

- Are age-appropriate.
- Are medically accurate and objective.
- Are aligned with and support the following purposes:
 - To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
 - To 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.
 - To promote understanding of sexuality as a normal part of human development.
 - To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education and provide educators with clear tools and guidance to accomplish that end.
 - To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.
- Are appropriate for use with English learners, students with disabilities, and students of all races, genders, sexual orientations, and ethnic and cultural backgrounds.
- Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code.
- Are accessible to students with disabilities, including, but not limited to, the provision of a

modified curriculum, materials, and instruction in alternative formats and auxiliary aids.

- Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220.
- Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes.
- Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- Teach the value of and prepare students to have and maintain committed relationships, such as marriage.
- Provide students with the knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, harassment, and intimidation.
- Provide students with the knowledge and skills for making and implementing healthy decisions about sexuality, including communication and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- Do not teach or promote religious doctrine.

Additionally, Pacific Coast Academy's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386.)

The Executive Director or designee shall identify appropriate methods for informing parents/guardians about subjects related to Pacific Coast Academy's comprehensive sexual health and HIV prevention education. The Executive Director or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

PARENT/GUARDIAN NOTIFICATION AND CONSENT

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing to opt their students out of participating in comprehensive sexual health and HIV prevention education. Additionally, a student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian opts the student out of such instruction. (Education Code 51240, 51938, 51939.)

LEGAL REFERENCE

POLICY REFERENCE DISCLAIMER

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

EDUCATION CODE

Code Section	Description
220	Prohibition of discrimination
48980	Notice at beginning of term
51202	Instruction in personal and public health and safety
51210.8	Health education curriculum
51240	Excuse from instruction due to religious beliefs
51513	Materials (tests, questionnaires, surveys) containing questions about beliefs or practices
51930-51939	California Healthy Youth Act: Comprehensive Sexual Health and HIV/AIDS Prevention Education

HEALTH AND SAFETY CODE

Code Section	Description
1255.7	Parents surrendering physical custody of a baby

PENAL CODE

Code Section	Description
243.4	Sexual battery
261.5	Unlawful sexual intercourse
271.5	Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

Code Section	Description
1232h	Protection of student rights
7906	Sex education

MANAGEMENT RESOURCES

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12 (2008)
Health Framework for California Public Schools: Kindergarten through Grade 12 (2003)

WEBSITES

Organization	Website Address
American Academy of Pediatrics	http://www.aap.org
American College of Obstetricians and Gynecologists	http://www.acog.org
American Public Health Association	http://www.apha.org
California Department of Education, Sex Education and HIV/STD Instruction	http://www.cde.ca.gov/ls/he/se
California Department of Public Health	http://www.cdph.ca.gov
California Healthy Kids Resource Center	http://www.californiahealthykids.org
California Safe Schools Coalition	http://www.casafeschools.org
California School Boards Association	http://www.csba.org
Centers for Disease Control and Prevention	http://www.cdc.gov
National Academy of Sciences	http://www.nationalacademies.org
US Department of Health and Human Services, Office of the Surgeon General	http://www.surgeongeneral.gov
US Food and Drug Administration	http://www.fda.gov

Coversheet

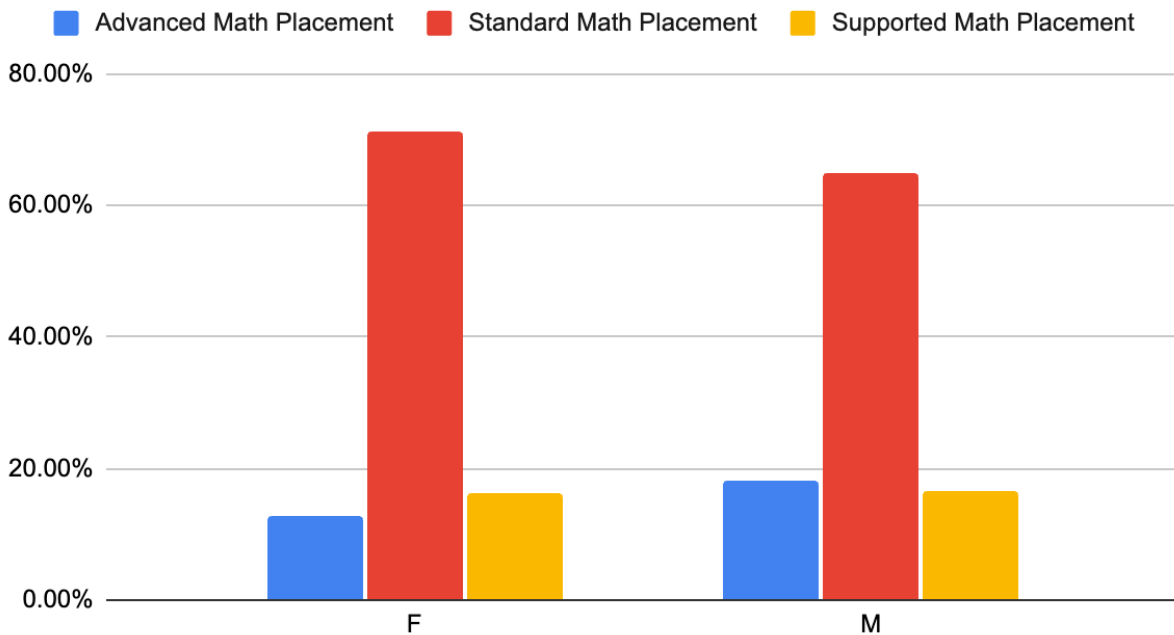
Math Placement Data

Section: IV. Other Business
Item: E. Math Placement Data
Purpose: FYI
Submitted by:
Related Material: Fall 2025 9th Grade Math Placement Data - PCA.pdf

Pacific Coast Academy recognizes the importance of each student's achievement in all subject areas, including mathematics as critical for college and career readiness. Our Math Placement policy is in place to adopt a fair, objective, and transparent mathematics placement protocol for pupils entering Grade 9.

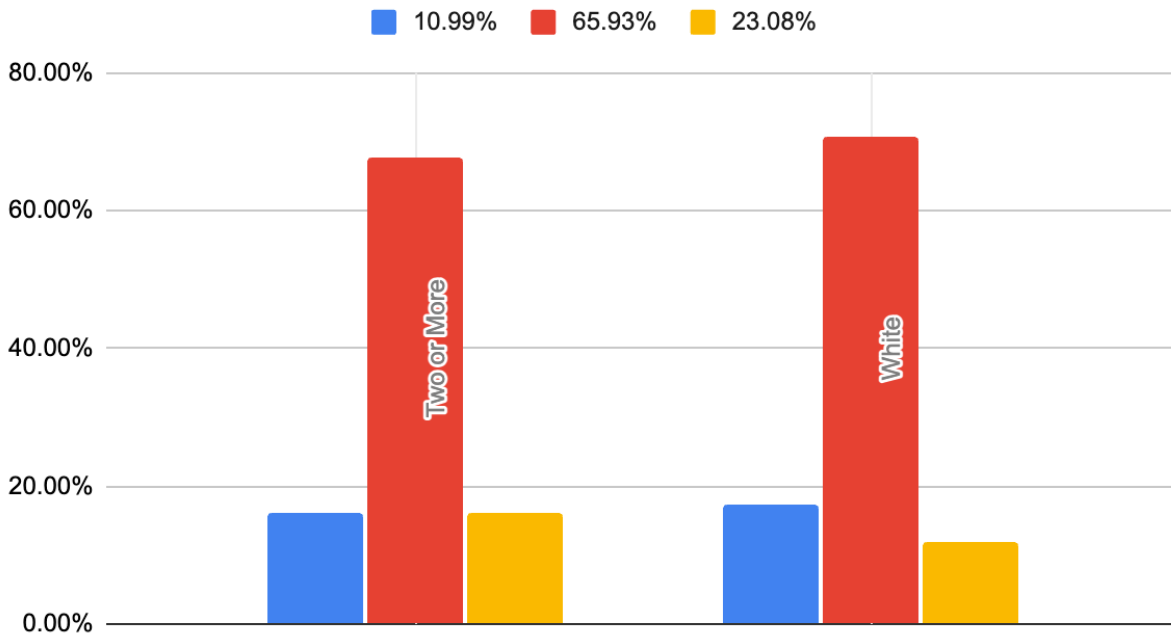
Our policy states school staff shall annually review aggregate school wide data on math placement and compare placements school wide with placements of students in various racial/ethnic, gender, and socioeconomic (e.g., free/reduced meal-eligible) subgroups to ensure that pupils who are qualified to progress in mathematics courses are not held back in a disproportionate manner. This is informational only.

Math Placement by Gender



Summary: School leadership does not find a significant discrepancy in math placement by student gender.

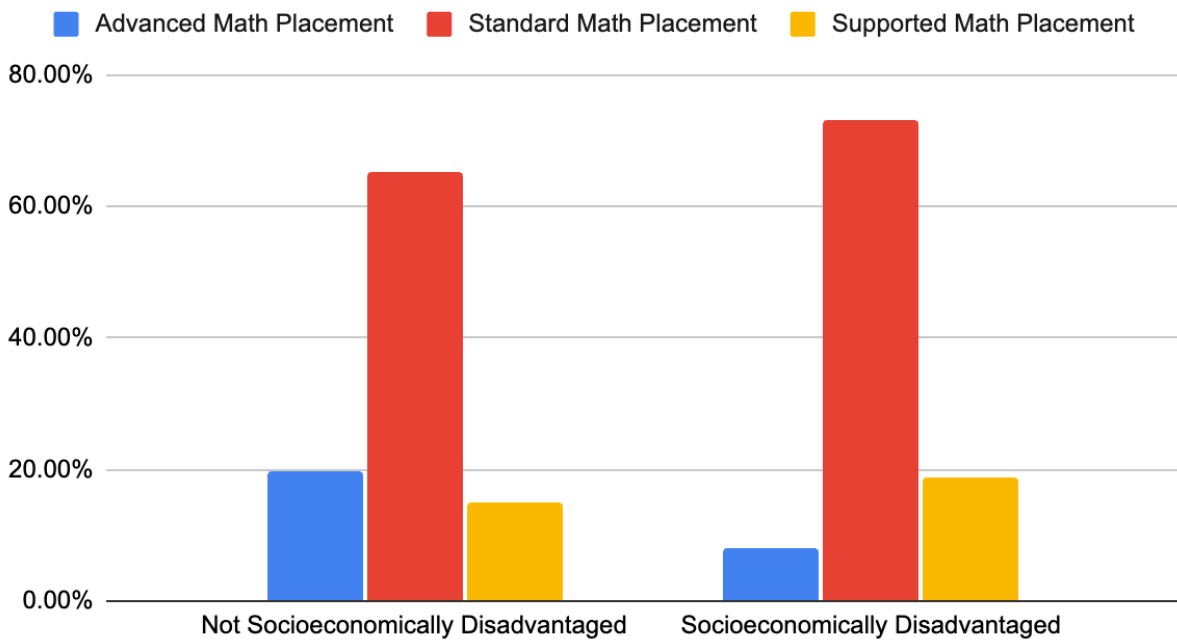
Math Placement by Race/Ethnicity



*The following subgroup data has been redacted due to sample size: African American, Asian, Native American, Filipino

Summary: School leadership does not find a significant discrepancy in math placement by race/ethnicity.

Math Placement by Socioeconomic Status



Summary: School leadership does not find a significant discrepancy in math placement by socioeconomic status.

Coversheet

2026-27 School Calendar

Section: IV. Other Business
Item: F. 2026-27 School Calendar
Purpose: Vote
Submitted by:
Related Material: PCA 2026-27 School Year Calendar_Proposed 11.18.2025.pdf

2026-2027 School Year Calendar



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

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

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

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

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

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

School Year Dates	
Aug 13	First Day of School
Jan 8	Last Day of 1st Semester
Jan 11	First Day of 2nd Semester
May 28	Last Day of School
School Calendar: Aug 13 - May 28	

Instructional Days	
Semester 1 - 88 Days	
Semester 2 - 87 Days	
Total Instructional Days - 175 Days	

Holidays	
July 4	Independence Day
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 23 - 30	Thanksgiving Break
Dec 21 - Jan 1	Winter Break
Jan 18	Martin Luther King, Jr. Day
Feb 12 - 19	School Recess
Feb 15	Washington/Presidents Day
Feb 19	Lincoln Day (obs)
March 29 - April 2	Spring Break
May 31	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/13 - 09/11 (21)
LP 2	09/14 - 10/09 (20)
LP 3	10/12 - 11/13 (24)
LP 4	11/16 - 01/08 (23)
LP 5	01/11 - 02/11 (22)
LP 6	02/22 - 03/19 (20)
LP 7	03/22 - 04/23 (20)
LP 8	04/26 - 05/28 (25)

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

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

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

Coversheet

SPED Building Lease 1- Camino Del Rio Office

Section: IV. Other Business
Item: G. SPED Building Lease 1- Camino Del Rio Office
Purpose: Vote
Submitted by:
Related Material: PDF Lease Agreement Camino Del Rio.pdf



OFFICE SERVICE AGREEMENT



AGREEMENT DATE : JULY 24, 2025

BUSINESS CENTER ADDRESS:

CA, San Diego - Camino del Rio N

2650 Camino del Rio N

1st Floor

San Diego

California

92108

United States of America

CLIENT ADDRESS (NOT A BUSINESS CENTER ADDRESS):

Company Name Pacific Coast Academy

Contact Name Rex Sheridan

Address * 13915 Danielson Street
Suite 103

City * Poway

State/ County/ Province/ Municipality/ Governorate * California

Post Code * 92064

Country * United States of America

Phone number * United States of America +1
619-732-1805

Email * rex.sheridan@pacificcoastaca

OFFICE PAYMENT DETAILS (EXCLUDING TAX AND OPTIONAL SERVICES)

Office Number	Number of People	Total Monthly Office Price	Discount for Longer Term	One-time Special Discount	Total Monthly Discount	Discounted Monthly Office Price
106	1	\$ 1,800.00	\$ 136.00	\$ 656.00	\$ 792.00	\$ 1,008.00
TOTALS	1	\$ 1,800.00	\$ 136.00	\$ 656.00	\$ 792.00	\$ 1,008.00
					44.00%	

SERVICE PROVISION:	Start Date	August 1, 2025	End Date*	July 31, 2026
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COMMENTS:

- * All agreements end on the last calendar day of the month. [More info](#)
 - Invoices/Fees are charged on a monthly basis which is calculated based on a 30-day month. [More info](#)
 - An Activation fee of \$ 65.00 per occupant will be payable. [More info](#)
 - A refundable service retainer equivalent to 2 x monthly office fee will be payable. [More info](#)
- Promotion:** Any promotion or discount is for the initial term of the agreement.
- 1 Free Month (value= 1,008.00) : Customer will get the 1st month office fee waived on the initial term.

We are Regus Management Group, LLC, referred to in the terms and conditions as “We”, “Us”, “Our”. The Company Name listed above will be referred to in the terms and conditions as “You”, “Your”. This Agreement incorporates Our terms of business set out on attached Terms and Conditions, attached House Rules and Service Price Guide (where available), which You confirm You have read and understood. We both agree to comply with those terms and our obligations as set out in them. This agreement is binding from the agreement date and may not be terminated once it is made, except in accordance with its terms. Note that the Agreement does not come to an end automatically. See “Automatic Renewal” section of Your terms and conditions for the notice terms if You wish to end your agreement.

AGREEMENT TO ARBITRATE/CLASS ACTION WAIVER: YOU AND WE MUTUALLY AGREE TO WAIVE OUR RESPECTIVE RIGHTS TO RESOLVE DISPUTES IN A COURT OF LAW BY A JUDGE OR JURY AND AGREE TO RESOLVE ANY DISPUTE BETWEEN US BY BINDING ARBITRATION, except as expressly provided in this paragraph. Any dispute or claim relating in any way or arising out of this Agreement shall be resolved by binding arbitration administered by the American Arbitration Association in accord with its Commercial Arbitration Rules (available at www.adr.org), except that You or We may assert claims in small claims court and We may pursue a court action to remove You if You do not leave when this Agreement terminates (and You may pursue a court action to prevent Your removal). The arbitrator, and not a court of law, shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this agreement to arbitrate, and shall conduct the arbitration on an individual basis only and not as a class or representative action. You and We acknowledge that this Agreement is governed by the Federal Arbitration Act and will survive after this Agreement terminates or your relationship with Us ends.

CLASS ACTION WAIVER: YOU UNDERSTAND AND AGREE THAT YOU AND WE MAY EACH BRING CLAIMS AGAINST THE OTHER, WHETHER IN COURT OR ARBITRATION, ONLY IN AN INDIVIDUAL CAPACITY AND NOT ON A CLASS, COLLECTIVE ACTION, OR REPRESENTATIVE BASIS, AND EXPRESSLY WAIVE THE RIGHT TO PURSUE OR HAVE A DISPUTE RESOLVED AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS, COLLECTIVE OR REPRESENTATIVE PROCEEDING.

I accept the terms and conditions / house rules



[Download the terms and conditions](#)



[Download the house rules](#)

CONFIRM BY TYPING YOUR NAME IN THE BOX BELOW

Name : on behalf of
Pacific Coast Academy

Signed on
July 25, 2025

I confirm these details are correct to the best of my knowledge



This website is secure. Your personal details are protected at all times.



[Print Agreement](#)

CONFIRMATION NO : PRT12625406

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Coversheet

SPED Building Lease 2- Adam's Ave. Office

Section: IV. Other Business
Item: H. SPED Building Lease 2- Adam's Ave. Office
Purpose: Vote
Submitted by:
Related Material: Signed lease PCA SPED Adam's Ave Office Location.pdf

LICENSE AND USE AGREEMENT

This License and Use Agreement (“**Agreement**”) is effective as of August 18, 2025 (“**Effective Date**”) and provided by Beth Calarco, Abacus Behavior (“**Licensor**”) to Pacific Coast Academy (“**Licensee**”) (each a “**Party**” or collectively the “**Parties**”) with reference to the following facts:

A. Licensor is an individual who leases office space located at 4204a Adams Ave, San Diego, CA 92116 (“**Premises**”).

B. Licensee is a California nonprofit public benefit corporation that operates Pacific Coast Academy charter school.

C. The Parties desire to enter into this Agreement for Licensor to grant to Licensee a limited right to access and use the Premises as set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual promises, agreements, and covenants of the Parties contained herein, the Parties hereby agree as follows:

1. Term and Termination. This Agreement, and therefore Licensee’s access to and use of the Lot, commences on the Effective Date and terminates on May 31, 2026. Either Party may terminate this Agreement for any reason upon thirty (30) days’ written notice to the other Party.

2. Access to and Use of the Premises. Licensor hereby grants to Licensee a limited license to access and use the Premises during the term of this Agreement for the purpose of providing special education assessments and services to Licensee’s students. Licensor has agreed for the Licensee to occupy the Premises sixteen (16) hours monthly, minimum. The Licensee shall notify Licensor of the dates and times when it needs to use the Premises, and Licensor shall make the Premises available to Licensee.

3. Equipment and Maintenance. Each Party shall procure and maintain, at its own cost and expense, all materials, office supplies and equipment appropriate to its respective operations. The Licensee agrees to routine cleaning of the Premises throughout and after each use.

4. License Fee. Licensee shall pay Licensor \$320.00 per month plus twenty (\$20) dollars per hour exceeding the sixteen (16) monthly hours for Licensee’s actual use of the Premises during the term of this Agreement (“**Fee**”). Licensor shall provide a monthly invoice detailing the hours used by Licensee and total Fee, and Licensee’s payment shall be due within thirty (30) calendar days of undisputed and properly submitted invoices. If the term of this Agreement begins or ends mid-month, Licensee shall only pay a pro rata portion of the Fee for that month.

5. Insurance. Each Party shall procure and maintain, at its own cost and expense, insurance appropriate to its respective operations in full force and effect for the duration of this Agreement.

6. No Assignment. This Agreement may not be assigned without Licensor’s prior written consent.

7. Modification. No modification, waiver, amendment, or change of this Agreement is valid unless the same is in writing and signed by both Parties.

8. California Law. This Agreement is construed and enforced in accordance with the laws of the State of California.

9. Authority. Each Party signing this Agreement represents and warrants that the Party has full authority to do so, that the individual executing this Agreement on their behalf is a person duly authorized and empowered to execute this Agreement for such Party, that performance of all obligations under this Agreement has been duly authorized by all requisite actions on the part of such Party, and that this Agreement binds such Party.

10. Counterparts. This Agreement may be executed in counterparts, including by DocuSign or another electronic signature, each of which is deemed to be an original and all of which together are deemed to be one and the same instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original.


IN WITNESS WHEREOF, this Agreement is entered into as of the Effective Date.

LICENSOR


Beth Calarco, Owner
Abacus Behavior

LICENSEE

Pacific Coast Academy
John Egnor, Associate Executive
Director - Student Services.

Signature:  Beth Calarco (Aug 13, 2025 12:20:45 PDT)

Date: 08/13/2025

Signature:  John Egnor (Aug 13, 2025 12:14:13 PDT)

Date: 08/13/2025










PCA_Abacus Behavior_STS License and Use Agreement .docx

Final Audit Report

2025-08-13

Created:	2025-08-13
By:	Vanessa Torralba (vanessa.torralba@pacificcoastacademy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWC1uob4_nOZwuLjxajtmLQ25wnOuKKG

"PCA_Abacus Behavior_STS License and Use Agreement .docx" History

-  Document created by Vanessa Torralba (vanessa.torralba@pacificcoastacademy.org)
2025-08-13 - 6:18:49 PM GMT- IP address: 47.151.40.126
-  Document emailed to John Egnor (john.egnor@pacificcoastacademy.org) for signature
2025-08-13 - 6:19:17 PM GMT
-  Email viewed by John Egnor (john.egnor@pacificcoastacademy.org)
2025-08-13 - 7:10:50 PM GMT- IP address: 66.249.84.225
-  Document e-signed by John Egnor (john.egnor@pacificcoastacademy.org)
Signature Date: 2025-08-13 - 7:14:13 PM GMT - Time Source: server- IP address: 104.63.190.237
-  Document emailed to beth.calarco@abacusbehavior.com for signature
2025-08-13 - 7:14:14 PM GMT
-  Email viewed by beth.calarco@abacusbehavior.com
2025-08-13 - 7:17:52 PM GMT- IP address: 172.226.184.2
-  Signer beth.calarco@abacusbehavior.com entered name at signing as Beth Calarco
2025-08-13 - 7:20:43 PM GMT- IP address: 172.12.247.122
-  Document e-signed by Beth Calarco (beth.calarco@abacusbehavior.com)
Signature Date: 2025-08-13 - 7:20:45 PM GMT - Time Source: server- IP address: 172.12.247.122
-  Agreement completed.
2025-08-13 - 7:20:45 PM GMT

Coversheet

SPED Building Lease 3- San Marcos Office

Section: IV. Other Business
Item: I. SPED Building Lease 3- San Marcos Office
Purpose: Vote
Submitted by:
Related Material: Signed Lease San Marcos Office.pdf

FIRST CHOICE EXECUTIVE SUITES, (A SUB LEASE)

1. PARTIES

This Lease, dated July 24, 2025 for reference purposes only, is made by and between LJMG, Inc. d.b.a. First Choice Executive Suites hereinafter called "LJMG" and PACIFIC COAST ACADEMY, hereinafter called "Tenant".

2. PREMISES

LJMG does hereby Lease to Tenant and Tenant hereby leases from LJMG that certain office space known as # 435 (herein called "premises") as delineated on the attached floor plan as Exhibit A on the 4th floor of the Gateway Building, 100 E. San Marcos Boulevard, Suite 400, San Marcos, CA 92069. This Lease is subject to the terms, covenants and conditions set forth herein and Tenant covenants, as a material part of the consideration for this Lease, to keep and perform each and all of these terms, covenants and conditions by it to be kept and performed and that this Lease is made upon the condition of such performance.

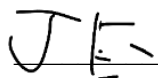
3. TERM

The term of this Lease shall be Six (6) Months commencing on the 1st day of August, 2025. Tenant shall renew at maturity as specifically specified in 9. Option to extend, unless one party serves unto the other, a required thirty (30) day written notice to terminate. Such term and any extension given with the express written consent of LJMG, is herein called term.

4. ENTRY BY LANDLORD

LJMG has the right at any time, and upon reasonable notice, to enter the premises to inspect them, to provide services to be furnished by LJMG, to make repairs and alterations to the premises or other adjacent property of LJMG and to show the premises to prospective tenants of the premises or prospective purchasers of LJMG.

Initial



5. POSSESSION

If LJMG, for any reason whatsoever, cannot deliver possession of the premises to the Tenant at the commencement of the term, LJMG will not be liable for any resulting damage, nor will this Lease be affected, except that Tenant will not have to pay the rent (as hereafter defined) until LJMG can deliver possession. No such failure of LJMG to deliver possession shall in any way affect or extend the expiration date of the term of this Lease. In the event that LJMG should permit Tenant to occupy the premises prior to the commencement date of the term, such occupancy will be subject to all of the provisions of this Lease, including, but not limited to, payment of rent at the rate provided in section 6, but shall not advance the termination date of the term.

6. RENT

Tenant agrees to pay to LJMG a base rent of Six Hundred Fifty and 00/100 Dollars (\$650.00)*, for the premises. Rent shall be payable monthly in lawful money of the United States, and shall be DUE AND PAYABLE IN ADVANCE ON THE FIRST DAY OF THE MONTH BEFORE 5:00 PM. Your rent is critical. No excuses will be accepted for non-payment. Rent can be paid by check unless any check is returned unpaid for any reason. Afterwards, money order or cash can only pay rent.

*Rent is due on the first of the month and is considered late if not paid by 4:00 p.m. on the 5th of the month. After which late charges as below will be incurred.

The rent for the first month of this Lease shall be paid upon execution of this Lease. If the term does not commence on the first day of the month, rental for the first fraction of the month shall be prorated and shall be payable together with the next full month's rent. The rent shall be payable to LJMG and shall be paid to the manager's office or to any agent designated in writing by LJMG to Tenant on the first day of the month for which such rent is due, without any deduction or offset and without any notice or demand. A 3-day Notice to Pay or Quit will be served on the 6th of the month if payment is not received by the 5th. A fee of \$150.00 will be charged to Tenant after the 1st initial Notice has been served. Tenant shall pay a late charge of five percent (5%) of any amount that is due hereunder, provided that said late charge shall not be less than \$5.00. LJMG and Tenant agree that such late charges are fair and reasonable compensation for costs incurred by LJMG where there is default in payment under this Lease. Such costs are extremely difficult to estimate and ascertain, but such costs include processing and accounting charges. Notwithstanding payment of such late charge, Tenant shall not be excused from any default nor shall there be any waiver of any default by LJMG under this Lease. There is a \$50.00 fee for any returned check, plus applicable late charges. There is a \$195.00 reinstatement fee if service has been discontinued due to non-payment or late payment of rent or charges.

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7. SECURITY DEPOSIT

Upon the execution of this Lease, Tenant shall deposit with FOUR HUNDRED AND NO/100 DOLLARS (\$400.00), as security for the full and faithful performance of each and every term, condition, covenant and provision of this Lease on Tenant's part to be performed. In the event Tenant defaults in the performance of any of the terms hereof, or abandons the premises, LJMG may use, apply or retain the whole or any part of such security for the payment of any rent or any other payment to be made by Tenant hereunder if is in default or of any other sum which LJMG may spend or be required to spend by reason of Tenant's default. If Tenant, at the end of the term hereof, has fully and faithfully complied with all of the terms and provisions of this Lease, the security or any balance thereof, shall then be returned to Tenant within sixty (60) days after the end of the Term. Tenant shall not be entitled to interest on any such security deposit. Should LJMG be required to resort to the security deposit as a result of default by Tenant hereunder and should Tenant continue to occupy the premises after such default, Tenant agrees to deposit such funds as are necessary to replenish the security deposit to the amount herein contained within ten (10) days of receipt from LJMG of written notice of the amount required to so replenish such deposit.

8. USE

Tenant shall use the premises for general office purposes and to house Tenants' phone systems and for no other purpose without the prior written consent of LJMG. Tenant agrees that Tenant will not offer or use the premises to provide to others services provided by LJMG to LJMG's tenants, or make or permit any use of the premises which is forbidden by law or regulation, may be hazardous or unsafe, may invalidate or increase the premium of any policy of insurance carried by LJMG or may tend to impair the character, reputation, appearance or operation of the premises. Tenant shall not do or permit anything to be done in or about the premises which will in any way obstruct or interfere with the rights of other tenants or occupants of the building or injure or annoy them or use or allow the premises to be used for any improper, immoral, unlawful or objectionable purpose, nor shall Tenant cause, maintain or permit any nuisance in, on or about the premises. Tenant shall not commit or suffer to be committed any waste in or about the premises.

9. OPTIONS TO EXTEND

Tenant shall have the option to rent Suite(s) # 435 for up to an additional Six (6) Months on month-to-month terms at the same rate, after which time the term and rate shall become negotiable. Tenant will inform Landlord on or before January 1, 2026 whether Tenant will exercise this option otherwise this Agreement will automatically renew as a month-to-month agreement in accordance with Paragraph 3. Term.

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10. SERVICES

For the time the lease is in effect and, provided there are no defaults thereof, LJMG agrees to make available access to the following services, at the stated monthly fixed charge. All services not contracted for monthly shall be charged at the then published rates schedule on a pay as needed basis.

PHONE LINE & EQUIPMENT RENTAL (0)	\$0.00
Voicemail (0)	\$0.00
Fax/Modem Line (0)	\$0.00
Executive Lounge	INCLUDED
Telephone Answering (unlimited in-coming calls)	N/A
Conference Room Rental (4 Hours per month during business hours)	INCLUDED
(Each additional hour is \$25.00. billed in 15 minutes increments)	
Internet Connection (1)	INCLUDED
Other Operating Costs under Master Lease	INCLUDED
Janitorial Services, Security, Utilities	INCLUDED
TOTAL MONTHLY CONTRACT.	<u>\$0.00</u>

Tenant contracts for the above services for the duration of this lease. All other services are excluded from the service contract and shall be charged at the then published price schedule. Total Service Contract charges for purpose of this lease will be considered additional rent, and are due on the first day of the month before 4:00 p.m. (refer to Article 6., Rent).

10a. SETUP & INSTALLATION

Tenant will pay a one-time Setup & Installation fee in the amount of \$100.00, as well as all other charges noted on the accompanying Opening Invoice, to LJMG upon execution of this Lease Agreement.

Setup & Installation fee is non-refundable and includes, but is not limited to telephone installation, messaging system setup, directory strip and door sign, credit verification and administrative functions as required to process Lease Agreement and related paperwork.

11. ALTERATIONS, ADDITIONS AND REPAIRS

Except as may be otherwise expressly provided in this Lease, LJMG has made no promise to alter or improve the premises nor has any representation been made concerning the condition thereof. By taking possession of the premises, Tenant acknowledges that they are in good, sanitary order, condition and repair and shall not place a load upon any floor of the premises,

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which exceeds the load per square foot, which such floor was designed to carry and which is allowed by law. Tenant shall not mark, or drive nails, screw or drill into, the partitions, woodwork or plaster or in any way deface such premises or any part thereof except as may be reasonably required to install or hang decorative items. Tenant shall make no alterations or additions to the premises without LJMG's prior written consent. Tenant shall return the premises at the end of the term in as good condition and repair as when Tenant received the premises, reasonable wear and tear and damage by fire or other casualty excepted. LJMG may, but is not required to, make repairs or replacement required due to Tenant's misuse of facility and Tenant shall pay to LJMG all costs and expenses thereof upon demand. Upon termination of this Lease, whether upon expiration of the term hereof or sooner, Tenant agrees to pay Company cost not to exceed Two Hundred Dollars (\$200.00) per leased office within the premises to cover painting and cleaning costs for each office, plus \$50.00 per non-returned key.

12. ASSIGNMENT AND SUBLETTING

Neither Tenant nor anyone claiming by, through or under Tenant shall mortgage or assign this Lease or sublet the premises or any part thereof or permit the use of the premises by any person other than Tenant or employees or independent contractor hired by Tenant, without the prior written consent of LJMG, which consent shall not be unreasonably withheld. Consent to one assignment, subletting, occupation or use by any person other than Tenant shall not be deemed to be consent to any subsequent assignment, subletting, occupation or use by another person.

13. HOLD HARMLESS

Tenant shall indemnify and hold LJMG harmless against and from any and all claims arising from Tenant's use of the premises for the conduct of business or from any activity, work or other thing done, permitted or suffered by Tenant in or about the building, and shall further indemnify and hold harmless LJMG against and from any and all claims arising from any breach or default in the performance of any obligation on Tenant's part to be performed under the terms of this Lease, or arising from any act or negligence of Tenant, or any officer, agent, employee, guest, or invitee of Tenant, and from all and against all costs, attorney's fees, expense and liabilities incurred in or about any such claim or any action or proceeding brought thereon, and, if any case, action or proceeding be brought against LJMG by reason of any such claim, Tenant upon notice from LJMG shall defend the same at Tenant's expense.

LJMG shall indemnify and hold Tenant harmless against and from any and all claims arising from LJMG conduct of business or from any activity, work or other thing done, permitted or suffered by LJMG in or about the building, and shall further indemnify and hold harmless Tenant against and from any and all claims arising from any act or negligence of LJMG, or any officer, agent, employee, guest, or invitee of LJMG, and from all and against all costs, attorney's

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fees, expense and liabilities incurred in or about any such claim or action or proceeding brought thereon, and, if in any case, action or proceeding be brought against Tenant by reason of any such claim, LJMG upon notice from Tenant shall defend the same at LJMG's expense.

The Tenant hereby assumes all risk of damage to property or injury to persons, in, upon or about the premises (refer to Article 2), from any cause other than LJMG's negligence, and Tenant hereby waives all claims in respect thereof against LJMG. LJMG or its agents shall not be liable for any damage to property entrusted to employees of the building, nor for loss or damage to any property by theft or otherwise, nor for any injury to or damage to persons or property resulting from fire, explosion, falling plaster, steam, gas, building or from the pipes, appliances or plumbing works therein or from the roof, street, or subsurface or from any other place resulting from dampness or from any other cause whatsoever, unless caused by or due to the act or negligence of LJMG, its agents, servants, or employees. Further, LJMG shall not be liable for loss of business by Tenant, nor shall LJMG be liable for any latent defect in the premises or in the building. Tenant shall give prompt notice to LJMG in case of fire or accidents in the premises or in the building or of defects therein or in the fixtures or equipment.

14. LIABILITY INSURANCE

Tenant shall, at Tenant's sole expense, obtain and keep in force during the term of this Lease a policy of comprehensive public liability insurance, with bodily injury and property damage aggregate limits in an amount not less than three hundred thousand dollars (\$300,000), insuring Tenant and naming LJMG as an additional insured against any liability arising out of the use, occupancy or maintenance of the premises and all areas that are appurtenant thereto. The limit of said insurance shall not, however, limit the liability of Tenant hereunder.

15. UTILITIES

Provided Tenant shall not be in default as set forth in articles 18 hereunder, LJMG agrees to furnish in reasonable quantities based on recognized normal business hours of 7:30 a.m. to 5:30 p.m., on generally recognized business days and subject to the rules and regulations of the building, electric current for lighting and normal office use only, common restroom facilities with hot and cold water, heating and/or air conditioning. LJMG will provide the aforementioned utilities as provided in its master lease agreement at no additional cost to tenant if use does not exceed the provisions discussed in this paragraph above. LJMG shall not be liable to Tenant for any damage or failure to furnish such services, as specified above, when such failure is caused by breakage, repairs, strikes, lockouts, or by any other cause, similar or dissimilar, beyond the reasonable control of LJMG.

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If, at any time during the term of this lease, Tenant decides with LJMG's approval, to bring in his/her own copier requiring a dedicated power line, Tenant will be charged \$50.00 per month for additional SDG&E charges, to be included in the services as outlined in paragraph 10.

* Janitorial service is included as part of the tenancy & Monday-Friday.

16. USE OF ADDRESS

Subject to the provisions of this section (16), Tenant is hereby authorized to use the address of LJMG as Tenant's business address. In the event that this Lease terminates or any or all charges are not kept current, LJMG may terminate Tenant's right to use the address. LJMG agrees that for a period of thirty (30) days after notification to Tenant or termination of this Lease, LJMG will, at no charge to Tenant at Tenant's option, either (i) hold Tenant's mail at the premises or (ii) return all mail to sender. LJMG further agrees to hold all such mail beyond the thirty (30) day period, and for such period as Tenant elects, provided that Tenant pays to LJMG a service fee of \$75.00 per month. Landlord permits Tenants use of address in Yellow Page Advertising.

17. EMPLOYEE

Tenant recognizes that LJMG, in order to provide services to Tenant and other lessees similar to Tenant, must expend significant time and money in training LJMG employees. Tenant, therefore, agrees that during the term of this Lease and for six (6) months after its termination, Tenant will not offer employment to or hire any employee currently employed with LJMG, or any former employee at the building where the premises are located that has previously terminated their relationship with LJMG for a period of not less than 120 days. Unless Tenant obtains an express written waiver from LJMG of the provisions of this section, Tenant shall be liable to LJMG for damages in the sum of twenty-five percent (25%) of the annual compensation of any employee, or former employee hired by Tenant in violation of this paragraph. LJMG will provide a list of current and former employees at the building where the premises are located to Tenant prior to Lease signature and thereafter when changes in LJMG employees occur. Tenant and LJMG agree that this provision for liquidated damages is reasonable and the actual damage that would be sustained by LJMG as the result of failure to honor this paragraph would be, from the nature of the case, impracticable or extremely difficult to fix.

18. DEFAULT

The occurrence of any one or more of the following events shall constitute a default and breach of this Lease by Tenant.

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- (i) The failure of Tenant to comply with all laws, and other requirements regulating the conduct of Tenant's business;
- (ii) The failure by Tenant to make any payment of rent or any other payment required to be made by Tenant hereunder as and when due, where such failure shall continue for a period of five (5) days after written notice thereof by LJMG to Tenant; or
- (iii) The failure by Tenant to observe or perform any of the covenants, conditions or provisions of this Lease to be observed or performed by Tenant, where such failure shall continue for a period of thirty (30) days after written notice thereof by LJMG to Tenant or;
- (iv) The abandonment of the premises by Tenant with failure to pay monthly charges in connection with this agreement. So long as Tenant is paying its monthly charges, the premises shall not be deemed abandoned by LJMG.

19. REMEDIES IN DEFAULT

In the event of any default and breaches provided in paragraph 18 above, LJMG may at any time thereafter, with or without any further notice or demand and without limiting LJMG in the exercise of a right or remedy, which LJMG may have by reason of such default or breach:

19(a). Terminate Tenant's right to possession of the premises by any lawful means, in which case this Lease shall terminate and Tenant shall immediately surrender possession of the premises to LJMG. In such an event, LJMG shall be entitled to recover from Tenant all damages incurred by LJMG by reason of Tenant's default including, but not limited to, the cost of recovering possession of the premises; expenses of reletting, including necessary renovation and alteration of the premises; reasonable attorney's fees; the worth at the time of award by the court having jurisdiction thereof of the amount by which the unpaid rent for the balance of the term after the time of such award exceeds the amount of such rental loss for the same period that Tenant proves could be reasonably avoided. Unpaid installments of rent or other sums shall bear interest from the date due at the allowable maximum rate provided by law. In the event Tenant shall have abandoned the premises, LJMG shall have the option of (a) taking possession of the premises and recovering from Tenant the amount specified in this paragraph, or (b) proceeding under the provisions of the following subsection 19(b).

19(b). Maintain Tenant's right to possession, in which case this Lease shall continue in effect whether or not Tenant shall have abandoned the premises. In such an event, LJMG shall be entitled to enforce all of LJMG's rights and remedies under this Lease, including the right to recover the rent as it becomes due hereunder.

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19(c). Pursue any other remedy now or hereafter available to LJMG under the laws or judicial decisions of the State of California.

20. HOLDING OVER

Should Tenant continue in possession of the premises after expiration or any other termination of the term and without LJMG's written consent, such possession shall be under the provisions of this Lease, except that such occupancy shall be a tenancy from month to month at a rent in an amount equal to 150% of the last monthly rent, plus all other charges payable hereunder, shall continue at such rate until possession is surrendered, and shall be governed by all other terms herein applicable to a month to month tenancy. LJMG shall be entitled to exercise all remedies available to LJMG on account of such continued possession, and Tenant's obligation to pay rent and all other charges payable hereunder shall be in addition, and without prejudice, to such remedies.

21. BUILDING MASTER LEASE

Tenant hereby acknowledges that LJMG is a Tenant pursuant to a ten (10) year Master Lease with San Marcos Gateway LLC, a California Limited Liability Company, dated July 8, 2002 and commencing January 1, 2003 with respect to the premises herein leased. A copy of the building rules and regulations are contained in Exhibit B. Tenant understands the occupancy of the premises is subject to, in addition to this Lease, the provisions of the Master Lease. Tenant will comply with all rules, regulations and requirements of the building in which the premises are located and with other reasonable rules and regulations established by LJMG and relating to the premises and Tenant's use thereof; provided, however, that in all cases Tenant will be obligated to comply with only those rules, regulations, and requirements of which Tenant has been given written notice. LJMG will have no responsibility to Tenant for violation of any Lease provisions or rules and regulations by any other Tenant of LJMG. Termination of the Master Lease will terminate this Lease and all of LJMG's obligations hereunder.

22. ATTORNEY'S FEES

In the event of any legal action or proceeding by Tenant or LJMG against the other under the terms of this Lease, the prevailing party shall be entitled to recover all expenses and costs, including reasonable attorneys' fees and costs of appeal, if any.

23. NOTICE

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All notices by Tenant or LJMG to the other must be in writing. Notices to Tenant will be considered given if delivered personally to Tenant or one of Tenant's officers or mailed by registered or certified mail, postage prepaid, addressed to Tenant at the address appearing below Tenant's signature herein. Notices to LJMG will be considered given if personally delivered to the Owner or Leasing Manager, or mailed by registered or certified mail, postage prepaid, to LJMG at LJMG's address set forth below signature herein. Either party may change the address to which it is to receive notice hereunder by designating such new address in writing pursuant to the provisions of this section 23.

24. SUCCESSORS AND ASSIGNS

All the terms, covenants and conditions of this Lease shall inure to the benefit of and be binding upon the successors and assigns of LJMG and, subject to the restrictions on assignment herein contained, the successors and assigns of Tenant to the same extent that said terms, covenants and conditions inure to the benefit of and are binding upon LJMG and Tenant respectively.

25. TIME

Time is of the essence of this Lease and each and all of its provisions in which performance is a factor.

26. SEPARABILITY

The invalidity or unenforceability of any provision hereof shall not affect or impair the validity of any other provision. No waiver of any default of tenant shall be implied by any failure of LJMG to take action with respect to such default.

27. TELEPHONE SYSTEM

Landlord shall provide Tenant access to a telephone system and telephone devices. Landlord shall determine the number and nature of telephone devices to be installed upon the demised premises. It shall be Landlord's responsibility to obtain and install such telephone devices and provide access to the telephone system servicing the building. In consideration therefore, Tenant shall pay to Landlord an installation, set-up and programming fee as delineated in 10a. Tenant shall pay to Landlord monthly rental and service charges unless specifically included in the rent. Such sums shall be paid by Tenant to Landlord on the first day of the month before 4:00 p.m., after Landlord submits to Tenant a statement, in writing, setting forth the amount of such fees and charges. Subject to the provisions of this section (27), Tenant is hereby authorized to use the telephone number of LJMG as Tenant's telephone number. In the event that this Lease

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terminates or any or all charges are not kept current, LJMG may terminate Tenant's right to use the telephone number. LJMG agrees that for a period of thirty (30) days after notification to Tenant or termination of this Lease, LJMG will, at no charge to Tenant, refer Tenant's new telephone and fax number. LJMG further agrees to continue referring Tenant's telephone and fax number beyond the thirty (30) day period, and for such period as Tenant elects, provided that Tenant pays to LJMG a service fee of \$75.00 per month.

28. SALE, LEASE OR ASSIGNMENT OF LJMG

The term "Landlord" as used in this Lease, means only the owner for the time being of the right to possession of the 4th Floor of the Gateway Building, so that in the event of any sale or transfer or transfers of the 4th Floor or the making of any lease or leases thereof, or the sale or the transfer or transfers or the assignment or assignments of any such lease or leases, previous landlords shall be and hereby are relieved of all covenants and obligations of Landlord hereunder provided that the transferee, acquiror or lessee has assumed and agreed to carry out any and all of the covenants and obligations of the Landlord hereunder to Landlord's exoneration, and Tenant shall thereafter be bound to and shall attorn to such transferee, acquiror or lessee, as the case may be, as Landlord under this Lease.

29. PRIOR AGREEMENTS

This agreement supersedes any prior agreement, and embodies the entire agreement between Tenant and LJMG relative to its subject matter, and may not be modified, changed or altered in any way except in writing signed by each of the parties. This Lease shall be interpreted and enforced in accordance with the Laws of the State of California.

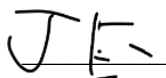
30. RECOVERING COSTS BEYOND LANDLORD'S CONTROL

If services included in the rent determined by third parties increase (for example parking or utilities), Landlord reserves the right to pass the increase through to Tenant by Notifying Tenant with a written 30-day notice.

31. RIGHT TO TERMINATE

Landlord may terminate the Lease at any time subject to providing Tenant with 90 days written notice of such election. Upon such termination, the parties will be released from all further obligations under the Lease, except for accrued obligations then outstanding. In the event of such termination, if alternate space is available within the facility, Landlord agrees to offer Tenant the opportunity to lease such space on terms which are mutually agreeable to the parties.

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32. SPECIAL PROVISIONS

By insertion of Exhibit listings in the following space provided in this section, Landlord and Tenant acknowledge that Exhibits listed are attached hereto and made a part hereof. If nothing is set forth in the following space provided in this section, it is conclusive that no additional provisions or Exhibits are part of this Lease.

The following listing of Exhibits are considered a part of this Lease Agreement: Exhibit A, Floor plan; Exhibit B, Rules and Regulations; Exhibit C, Payment Terms; Exhibit D, Price List.

INITIAL TO ACKNOWLEDGE RECEIPT

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LANDLORD
LJMG, INC.,
a California corporation

TENANT
PACIFIC COAST ACADEMY

Address: Headquarters
16870 West Bernardo Drive
Suite 400
San Diego, CA 92127

Address: 100 E. San Marcos Blvd.
Suite 400
San Marcos, CA 92069

BY: _____
Thomas J. Martindale
TITLE: President/CEO

BY: John Egnor
Associate Executive Director - Student Services
TITLE: _____

DATE: _____

NAME: John Egnor
(Please Print)
DATE: 7/29/25

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Coversheet

First Amendment for SCSA Partnership Agreement

Section: IV. Other Business
Item: J. First Amendment for SCSA Partnership Agreement
Purpose: Vote
Submitted by:
Related Material: First Amendment to Partnership Agreement (Dehesa_PCA) 9-18-25.pdf

FIRST AMENDMENT TO AGREEMENT BETWEEN THE DEHESA SCHOOL DISTRICT AND PACIFIC COAST ACADEMY

This First Amendment to Agreement Between the Dehesa School District and Pacific Coast Academy (“First Amendment”), dated October __, 2025, is made by and between Dehesa School District (“District”), a school district organized and existing under the laws of State of California, and Pacific Coast Academy (“Charter School”), a public charter school operated by Pacific Coast Academy, a California nonprofit corporation. The term “Charter School” in this First Amendment shall refer to both the Charter School and Pacific Coast Academy. The District and the Charter School are hereinafter collectively referred to as the “Parties.”

RECITALS

WHEREAS, the District and the Charter School entered into an Agreement, dated on or about September 3, 2021, attached hereto as Exhibit A and incorporated herein by reference, in which the District would offer an educational program similar to the Charter School’s nonclassroom-based independent study program (“District IS Program”) and would mirror, utilize, and implement certain aspects of the Charter School’s program (“Charter School Program”), including certain Charter School staff and other components; and

WHEREAS, the Parties desire to amend the Agreement to address the processing of vendor invoices by the Charter School for the District IS Program and the corresponding payment structure for the provision of such administrative services.

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements described in this First Amendment, the District and Charter School hereby agree as follows:

1. Section VIII. ADMINISTRATIVE SERVICES & INSTRUCTIONAL MATERIALS of the Agreement is hereby amended to add a new Subsection A.3. that states the following:
 3. Processing of Vendor Invoices. The Charter School agrees to process the District’s vendor invoices for the District IS Program, which shall include the receipt, logging, and submission of invoices to the District for its final review and approval.
2. Subsection B. of Section VIII is hereby amended and replaced in its entirety with the following:
 - B. The District agrees to pay the Charter School for the Administrative Services rendered under this Agreement, with the exception of the processing of vendor invoices, based on the hourly rates set forth in the Schedule of Fees/Costs for Administrative Services attached as Exhibit B and incorporated herein by

reference. Vendor invoices shall be processed by the Charter School at a rate of five dollars and no cents (\$5.00) per invoice.

3. Except as otherwise stated in Paragraphs 1 and 2 above, the terms of the Agreement shall remain the same.

IN WITNESS WHEREOF, the Parties have executed this First Amendment to the Agreement between the District and the Charter School as of the dates set forth below.

Dehesa School District

By: _____
Name: _____
Title: _____
Date: _____

Pacific Coast Academy

By: _____
Name: _____
Title: _____
Date: _____

Date of District Board Approval: _____

Date of Charter School Board Approval: _____

Exhibit A

Agreement Between Dehesa School District and Pacific Coast Academy

815-111/9035642.1

Coversheet

Approve Minutes

Section: V. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 11, 2025



Pacific Coast Academy

Minutes

Regular Board Meeting

Date and Time

Thursday September 11, 2025 at 6:00 PM

Location

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

Directors Present

Eric Banatao, Jessica Ackermann, Kim Gill

Directors Absent

Benjamin Fung

Guests Present

Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Jessica Ackermann called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Sep 11, 2025 at 6:02 PM.

B. Roll Call of Board Members

C. Public Comments

There were no public comments.

D. Approval of the Agenda

Kim Gill made a motion to Approve the Agenda.

Eric Banatao seconded the motion.

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

II. Finance

A. 2024-2025 Unaudited Actual Reports

Kim Gill made a motion to approve the 2024-2025 Unaudited Actual Reports.

Eric Banatao seconded the motion.

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

B. 2024-2025 Education Protection Account (EPA) Actuals

Kim Gill made a motion to approve the 2024-2025 Education Protection Account Actuals.

Eric Banatao seconded the motion.

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

C. Monthly Financial Report

Kim Gill made a motion to approve the Monthly Financials.

Eric Banatao seconded the motion.

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

D. Charter Impact Contract

Eric Banatao made a motion to approve the Charter Impact contract.

Kim Gill seconded the motion.

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

III. Other Business

A. Nomination of New Board Member

Eric Banatao made a motion to nominate Patty Adams as a board member for a 3 year term.

Kim Gill seconded the motion.

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

B. Work Sample Policy

Kim Gill made a motion to approve the work sample policy.

Eric Banatao seconded the motion.

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

C.

Resolution Regarding Curriculum Fair

Kim Gill made a motion to approve the Resolution Regarding the Curriculum Fair.

Jessica Ackermann seconded the motion.

The board made a motion to approve the Resolution Regarding the Curriculum Fair with the change of the facility rental amount to be up to \$15,000.

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

D. Education Records and Student Information Policy

Kim Gill made a motion to approve the Education Records and Student Information Policy.

Jessica Ackermann seconded the motion.

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

E. NCUST Contract Agreement

Kim Gill made a motion to approve the NCUST Contract Agreement.

Jessica Ackermann seconded the motion.

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

F. Assignment of Purchase and Sale Agreement

Kim Gill made a motion to Assignment of Purchase and Sale Agreement.

Eric Banatao seconded the motion.

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

G. Operating Agreement of PCA Facilities

Jessica Ackermann made a motion to Approve Operating Agreement of PCA Facilities.

Kim Gill seconded the motion.

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

H. Executive Director Report

IV. Consent Agenda

A. Approve Minutes

Kim Gill made a motion to approve the minutes from Regular Scheduled Board Meeting on 06-25-25.

Eric Banatao seconded the motion.

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

B. 2025-2026 Employee Handbook

C. 2025-2026 Parent Student Handbook

D.

SPED Transportation for Students with Disabilities Policy

- E. Resolution Regarding Exact Path and Test Prep Incentive**
- F. 2025-2026 Liability Insurance Premium**
- G. Field Trips over \$80**
- H. 2025-2026 Compensation Policy and Stipend Chart**
- I. Kindergarten and TK Policy**
- J. School Safety Plan**
- K. Grade Appeal Policy**
- L. Invoices over 100K**
- M. Approve Consent Agenda**

V. Closing Items

- A. Announcement of Next Scheduled Meeting- December 11 at 6:00pm**
- B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:16 PM.

Respectfully Submitted,
Jessica Ackermann

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

address the board, those individuals are granted twice the allotted time. When the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

2025-2026 Parent Student Handbook

Section: V. Consent Agenda
Item: B. 2025-2026 Parent Student Handbook
Purpose:
Submitted by:
Related Material:
PCA 2025-26 Parent Student Handbook_Rev 10.10.25_RED 12.02.2025.pdf



Pacific Coast Academy

Parent/Student Handbook

2025-26

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SCHOOL MISSION STATEMENT

MISSION STATEMENT

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

DESCRIPTION OF THE PROGRAM

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free. Our 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-, including a preschool or daycare center.

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.

Permission slips for students to attend events hosted by outside organizations (for example, a dance at another school) may be signed at the discretion of a School administrator. If the student engages in misconduct during the event—whether before, during, or after the activity—the School reserves the right to issue appropriate

disciplinary consequences in accordance with School policies.

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. Recording (whether video or audio) or taking photos in the school's library is also not permitted. 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. **Any School staff member who has a scheduled meeting with a family member or student and/or student's family member—including, but not limited to, intervention meetings, non-compliance meetings, and monthly learning period meetings—must remain logged in or at the physical meeting location for 10 minutes past the scheduled start time. If the student or parent does not join the meeting within those 10 minutes, the School will consider it a "no show" and will document it accordingly.**

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

 	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 <i>(Must include one year of US History, one year World History, one semester of Government, and one semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 is a graduation requirement)</i>	20
Science	4 semester courses <i>(Must include one year of Physical Science and one year of Biological Science)</i>	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 <i>(one year of World History and one year of US History, or one semester of US History and one semester of Government)</i>
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) <i>3 years through Algebra II/Integrated Math III. Pre-Algebra and Consumer Math do not count towards this requirement</i>
d	Laboratory Science	2 years (3 years strongly recommended) <i>(At least two of the three disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years (3 years strongly recommended) <i>(Must be the same language)</i>
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

<ul style="list-style-type: none"> ● English 9 ● Algebra 1 ● Biology ● WLG Year 1 ● VPA ● Elective 	<ul style="list-style-type: none"> ● World History ● English 10 ● Geometry ● Chemistry ● WLG Year 2 ● Elective 	<ul style="list-style-type: none"> ● US History ● English 11 ● Algebra II ● Physics ● WLG Year 3 	<ul style="list-style-type: none"> ● Economics and Government ● English 12 ● Precalculus ● Elective ● Elective
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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

Please email official digital transcripts to the
Records Department:
transcripts@pacificcoastacademy.org

El Cajon, CA 92019

*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, Daycare Center, 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.
- **Educational materials may be checked out of the School's library. Parents/guardians are required to be present with their students at all times when visiting the library. Families can contact their Homeschool Teacher for the library's address and current operating hours.**

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

~~Unless otherwise explicitly specified, students are required to be accompanied by~~ ~~a parent and/or designated guardian~~ ~~remain with them at all times~~ ~~a parent and/or designated guardian~~ must have a parent or guardian for all School-organized field trips, park days, and School events. 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) <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.
- The School will support access to education resources in our areas of service in Southern California. Access to School systems, education resources, tech devices, hotspots, digital programs, and apps, cannot be

guaranteed outside of our areas of service and support can only be provided on a best effort basis.

- 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** at 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.

CALKIDS

As a California public school student, your child may be eligible to receive a CalKIDS Scholarship of \$500 to \$1,500 for college or career training. Funded by the State of California, a CalKIDS Scholarship can be used for qualified college and career training expenses such as tuition and fees, books and supplies, and computer equipment. Checking a student's eligibility and claiming a CalKIDS Scholarship is quick and easy; it only takes a minute. All you need is your child's 10-digit Statewide Student Identifier (SSID), which can be found by viewing your child's transcript on the Parent Portal or by asking your child's teacher. For more information, to check your child's eligibility, and claim their potential scholarship, visit CalKIDS.org.

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

Pacific Coast Academy Student Support

It's okay to not be okay: Mental Health Check In



About 1 in 5 youths and adults live with a mental illness.



What to look out for?

- Difficulty coping
- Excessive sadness
- Excessive worries
- Excessive anger

- Mood swings
- Difficulty concentrating
- Lack of motivation
- Reckless behavior

- Changes in energy
- Changes in sleeping patterns
- Changes eating habits
- Delusions

- Hallucinations
- Paranoia
- Suicidal thinking

How to deal with it?



Talk to someone you trust such as a family member, close friend, mentor, teacher, therapist, or doctor



Use tools such as deep breathing, mindfulness, grounding, positive self talk self-compassion, or volunteerism



Practice self care such as healthy eating, exercise, journaling, creative activities, or recreational hobbies

What to avoid?

Isolating from friends and family - Withdrawing from activities - Negative thinking - Self-medication
Self-harm - Neglecting self-care - Risky and/or destructive behaviors

Need support?

You or someone you know in immediate danger?
Call 911 or go to the nearest emergency room.

Experiencing a mental health crisis and need to talk?
Call the National Suicide Lifeline at 988.

Looking for school-based help?
Contact PCA's Mental Health Provider at
rex.sheridan@pacificcoastacademy.org

Looking for support in your community?
Call 211.

Struggling with substance use?
Call SAMHSA at 1-800-662-4357

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 oneself and/making specific threats
- Looking for a way to kill oneself, 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: Admin & Director Salary Schedule

Section: V. Consent Agenda
Item: C. 2025-2026 Compensation Policy: Admin & Director Salary Schedule
Purpose:
Submitted by:
Related Material: PCA 2025-26 Admin & Director Salary_Rev 05.23.25_RED 11.17.25.pdf

Pacific Coast Academy – 2025-26 Salary Schedule

Administrator and Director

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director	Placement
1	\$71,800	\$126,300	\$139,000	\$175,600	\$144,500	Director Level 1
2	\$74,000	\$128,700	\$142,200	\$187,128	\$147,800	Assistant Director of Human Resources Director of Achievement & Accreditation
3	\$76,300	\$131,000	\$145,500	\$196,394	\$150,100	Director of ChoicePlus Academy Director of Compliance
4	\$78,400	\$133,500	\$148,900	\$200,801	\$155,000	Director of Counseling Director of Edgenuity
5	\$80,700	\$136,100	\$152,200	\$205,886	\$158,300	Director of Professional Development & Student Data
6	\$82,900	\$138,600	\$155,500	\$210,858	\$162,200	Director of Secondary Curriculum Director of Secondary Curriculum & Instruction
7	\$85,500	\$141,200	\$158,800	\$216,395	\$165,500	Director of Secondary Education
8	\$88,300	\$144,000	\$163,300	\$220,689	\$169,300	Director of Special Education Director of Special Programs
9	\$91,100	\$146,700	\$166,500	\$225,209	\$173,200	Director of Student Affairs
10	\$94,000	\$149,000	\$170,500	\$230,859	\$177,600	Director of Student Engagement Director of Student Support
11	\$96,700	\$151,700	\$174,300	\$237,074	\$181,000	Director of Testing Director of TK-8
12	\$99,400	\$155,500	\$178,700	\$243,289	\$185,800	
13	\$102,200	\$158,900	\$182,500	\$249,504	\$188,600	Director Level 2
14	\$105,500	\$162,200	\$184,500	\$254,250	\$192,000	Director of School Accountability Director of Accounting
15	\$108,200	\$165,500	\$185,400	\$259,900	\$194,200	Director of Enrichment Director of Human Resources
16	\$111,000	\$169,500	\$189,900	\$262,500	\$198,900	Director of Personnel Development Director of Technology
17	\$111,000	\$169,500	\$189,900	\$262,500	\$198,900	Director of Technology Systems Director of Vendor Services
18	\$113,800	\$173,600	\$194,500	\$265,200	\$203,700	
19	\$113,800	\$173,600	\$194,500	\$265,200	\$203,700	Director Level 3
20	\$116,700	\$177,800	\$199,200	\$267,900	\$208,600	Associate Executive Director-Student Services Associate Executive Director-Secondary Education
21	\$116,700	\$177,800	\$199,200	\$267,900	\$208,600	
22	\$119,700	\$182,100	\$204,000	\$270,600	\$213,700	Off-Cycle Deputy Executive Director \$225,000-\$299,000
23	\$119,700	\$182,100	\$204,000	\$270,600	\$213,700	
24	\$122,700	\$186,500	\$208,900	\$273,400	\$218,900	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.
25	\$122,700	\$186,500	\$208,900	\$273,400	\$218,900	

Coversheet

Identification of Individuals for 504 Policy

Section: V. Consent Agenda
Item: D. Identification of Individuals for 504 Policy
Purpose:
Submitted by:
Related Material: PCA Identification_of_Individuals_for_504_RED 11.14.2025.pdf



Pacific Coast Academy

Identification of Individuals for 504 Policy

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IDENTIFICATION OF INDIVIDUALS FOR 504 POLICY

Pacific Coast Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

~~The purpose of the Pacific Coast Academy Governing Board approving this Identification of Individuals for 504 Policy is to accomplish the following:~~

- ~~1. Explain the Identification and Education Under Section 504~~
- ~~2. Define the Terms and Phrases of the Identification and Education Under Section 504~~
- ~~3. Identify the Referral, Identification, and Evaluation Process~~
- ~~4. Establish Section 504 Services Plan and Placement~~
- ~~5. Establish the Review and Reevaluation Process~~
- ~~6. Identify the Procedural Safeguards~~
- ~~7. Establish the Notification Process~~

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Executive Director or designee shall work to identify children with disabilities who ~~are enrolled in the~~ ~~reside within the jurisdiction of the~~ Charter School in order to ensure that they receive educational and related services required by law.

The Executive Director or designee shall provide qualified students with disabilities with a free and appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designated to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the Charter School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other non-academic activities.

The Charter School's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Executive Director or designee shall assess the Charter School's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Executive Director or designee shall ensure the Charter School complies with the law, including providing the students and their

parents/guardians with applicable procedural safeguards and required notification. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specific in the “Procedural Safeguards” section of the accompanying administrative regulation.

DEFINITION OF TERMS AND PHRASES

The Student Support Team implements the requirements of Section 504 of the federal Rehabilitation Act of 1973: For the purposes of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

Free Appropriate Public Education (FAPE)

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized - by law for all students.

Student With a Disability

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities.

Physical Impairment

Physical impairment means any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)

Mental Impairment

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)

Substantially Limits Major Life Activities

Substantially limits major life activities means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student’s

major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108).

REFERRAL, IDENTIFICATION, AND EVALUATION

Any action or decision to be taken by the Charter School involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

- A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to a 504 Coordinator for identification of a student with a disability under Section 504.
- Upon receipt of any such referral, the 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether **a disability is suspected an evaluation is appropriate**. This determination shall be based on a review of the student's school records including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. **If it is determined that a disability is suspected, a Section 504 team meeting shall be convened to conduct a review of existing data**. If it is determined that **a disability is not suspected, the 504 an evaluation is unnecessary, the 504** Coordinator shall inform the parents/guardians in writing of this decision **via a Notice of Action** and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
- If the student needs or is believed to need special education or related services under Section 504, the Charter School shall conduct **a review of existing data and/or an evaluation an evaluation** of the student prior to his/her initial placement.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School shall obtain written parent/guardian consent.

The Charter School's evaluation procedures shall ensure that the tests and other evaluation materials:

- Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure.

SECTION 504 SERVICES PLAN ~~AND PLACEMENT~~

Decisions regarding supports ~~Services and placement decisions~~ for students with disabilities shall be determined as follows:

- A multidisciplinary 504 team shall be convened to review the evaluation data in order to ~~determine eligibility under Section 504 make placement decisions~~. The 504 team shall consist of a group of persons knowledgeable about the student ~~and the meaning of the evaluation data.~~ ~~and the placement options.~~

~~In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered.~~

- If, upon evaluation, a student is determined to be eligible ~~for services~~ under Section 504, the team shall meet to develop a written 504 ~~services~~ plan which shall specify the ~~supports types of services~~ necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

- If the 504 team determines that no ~~supports services~~ are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for determination that no ~~supports special services~~ are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
- ~~• The student shall be placed in the regular educational environment, unless the Charter School can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.~~
- ~~• The Charter School shall complete the identification, evaluation, and placement process within a reasonable time frame. The Charter School shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.~~
- A copy of the student's Section 504 ~~services~~ plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the charter school shall ensure that the new school

receives a copy of the plan.

REVIEW AND REEVALUATION

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 ~~services~~ plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

~~A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.~~

PROCEDURAL SAFEGUARDS

The administrator or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the Charter School regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent/guardian disagrees with any Charter School action or decision regarding the identification, evaluation or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the Charter School's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

- The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the Charter School's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - The specific nature of the decision with which he/she disagrees.
 - The specific relief he/she seeks
 - Any other information he/she believes is pertinent to resolving the disagreement.
- Within 30 days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or

by mutual agreement of the parties.

- Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
- The parties to the hearing shall be afforded the right to:
 - Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - Present written and oral evidence
 - Question and cross-examine witnesses
 - Receive written findings by the hearing officer stating the decision by a federal court of competent jurisdiction.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

NOTIFICATIONS

The Executive Director or designee shall ensure that the Charter School has taken appropriate steps to notify students and parents/guardians of the Charter School's ~~responsibilities~~ ~~duty~~ under Section 504.

Coversheet

Administration of Medications, Emergencies and Head Lice Policy

Section: V. Consent Agenda
Item: E. Administration of Medications, Emergencies and Head Lice Policy
Purpose:
Submitted by:
Related Material:
PCA Administration of Medications, Emergencies, & Head Lice Policy_RED 11.07.25.pdf



Pacific Coast Academy

Administration of Medications, ~~Anti-Seizure~~ ~~Medications,~~ Emergencies and Head Lice Policy

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ADMINISTRATION OF MEDICATIONS, ~~ANTI-SEIZURE MEDICATIONS,~~ EMERGENCIES AND HEAD LICE POLICY

Pacific Coast Academy (the "School") is committed to protecting the health and well-being of all ~~Feather River Academy's~~ of its students. ~~This policy shall specifically address the procedures for medical emergencies and the administration of medications by The Charter School.~~

~~The purpose of the Pacific Coast Academy Governing Board approving this Administration of Medications, Anti-Seizure Medications, Emergencies and Head Lice Policy is to accomplish the following:~~

- ~~1. Establish the Administration of Medication~~
- ~~2. Outline the Requirements for Administration or Assistance of Medications~~
- ~~3. Outline Responses to the Parent/Guardian upon Request~~
- ~~4. Outline Termination of Consent~~
- ~~5. Define Authorized Personnel~~
- ~~6. Establish the Storage of Medication~~
- ~~7. Outline Confidentiality~~
- ~~8. Establish Medication Record~~
- ~~9. Outline Deviation from Authorized Health Care Provider's Written Statement~~
- ~~10. Outline the Administration of Emergency Anti-Seizure Medication by Trained Volunteer Nonmedical School Personnel:~~
- ~~11. Outline Administration of Emergency Medical Assistance~~
- ~~12. Establish Emergencies Procedures~~
- ~~13. Outline Opioid Antagonist Administration~~
- ~~14. Head Lice~~

ADMINISTRATION OF MEDICATIONS

The following policy regarding the administration of medications is applicable when the staff of ~~Pacific Coast Academy~~ (the "School") is responsible for the administration of, or assisting in the administration of, medication to students ~~attending School during regular School hours, including before or after School programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during School hours and the student cannot self-administer or another family member cannot administer the medication at School~~ an in-person School activity supervised by School staff.

REQUIREMENTS FOR ADMINISTRATION OR ASSISTANCE OF MEDICATIONS

Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications

or otherwise assist a student in administering ~~his or her~~ medication, the School must receive a copy of the following:

- A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken ~~and a statement that the medication must be taken during regular School hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;~~
- A written statement ~~executed~~ by the student's parent or guardian ~~initiating a~~ requesting to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication. ~~Education Code §§ 49423, 49423.1.~~

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. ~~The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.~~

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally ~~deliver~~ bring (or, if age appropriate, have the student ~~deliver~~ bring) the medication ~~for administration to the School secretary to the activity.~~

~~RESPONSES TO THE PARENT/GUARDIAN UPON REQUEST~~

~~The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.~~

TERMINATION OF CONSENT

Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing

the School with a signed written withdrawal of consent ~~on a form obtained from the office of the School Director.~~

AUTHORIZED PERSONNEL

~~The School Secretary who is employed by the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a A designated School employee (e.g. Homeschool Teacher) who is legally able to and has consented to administer or assist in administering the medication to students will~~ may administer the medication or otherwise assist the students.

STORAGE OF MEDICATION

~~Medication for administration to students shall be maintained in the office of the School in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School Secretary and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.~~

CONFIDENTIALITY

School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to ~~the School Director, the School Secretary or other~~ designated School employees.

MEDICATION RECORD

~~The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.~~

~~The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.~~

~~The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular School day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact~~

~~information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.~~

~~DEVIATION FROM AUTHORIZED HEALTH CARE PROVIDER'S WRITTEN STATEMENT~~

~~If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School Director, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.~~

~~ADMINISTRATION OF EMERGENCY ANTI-SEIZURE MEDICATION BY TRAINED VOLUNTEER NONMEDICAL SCHOOL PERSONNEL~~

~~If a student diagnosed with seizures, a seizure disorder, or epilepsy has been prescribed an emergency anti-seizure medication by the student's health care provider, the School, upon receipt of a request from the student's parent or guardian, may designate one or more volunteers to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. A school nurse or volunteer who has received training may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure. Upon receipt of a parent or guardian's request, the School shall distribute a notice at least once but no more than two times per school year to all staff requesting volunteers to be trained. Upon receipt of the parent's or guardian's request, the School shall notify the parent or guardian that the student may qualify for services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 or an individualized education program, and shall assist the parent or guardian with the exploration of that option. If there are no volunteers, the School shall notify the parent or guardian of the student's right to be assessed for services and accommodations.~~

~~Definitions~~

- ~~• "Emergency anti-seizure medication," as used in this policy, means diazepam rectal gel and emergency medications approved by the federal Food and Drug Administration, prescribed for students with epilepsy for the management of seizures by persons without medical credentials.~~
- ~~• "Emergency medical assistance" means the administration of an emergency anti-seizure medication to a pupil suffering from an epileptic seizure.~~
- ~~• "Nonmedical School personnel or employees" means employees of the School who do not possess the licenses listed in 5 C.C.R. § 622.~~
- ~~• "Regular school day" may include not only the time the student receives instruction, but also the time during which the pupil otherwise participates in activities under the auspices of the School, such as field trips, extracurricular and co-curricular activities, before or after school programs~~

~~and camps or other activities that typically involve at least one overnight stay away from home.~~

- ~~• “Supervision” means review, observation, and/or instruction of a designated nonmedical School employee’s performance, but does not necessarily require the immediate presence of the supervisor at all times.~~

~~ADMINISTRATION OF EMERGENCY MEDICAL ASSISTANCE~~

~~The School will have at least one volunteer nonmedical School employees properly trained in the administration of emergency anti-seizure medication at all times. Emergency medical assistance shall be provided by these individuals when the following circumstances are present:~~

- ~~• A pupil with epilepsy has been prescribed an emergency anti-seizure medication by his or her health care provider.~~
- ~~• The parent or guardian of the pupil has requested that one or more volunteer nonmedical School employees be trained in the event a nurse is not available.~~
- ~~• The School has on file a written statement from the pupil’s authorized health care provider, provided by the parent, that includes the content required by California regulations.~~
- ~~• The parent has provided all materials necessary to administer an emergency anti-seizure medication.~~
- ~~• The volunteer nonmedical School personnel have completed the required training.~~
- ~~• The pupil is suffering from an epileptic seizure.~~
- ~~• A credentialed School nurse or licensed vocational nurse is not available.~~

~~EMERGENCIES PROCEDURES FOR EMERGENCIES~~

- ~~• **First Aid and CPR:** All teachers are certified in first aid and CPR as part of the credentialing process and are re-certified every two years in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.~~
- ~~• **Resuscitation Orders:** School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate **him/her the student**. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed. **The School Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.**~~
- ~~• **Emergency Contact Information:** For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian~~

cannot be reached. ~~Education Code § 49408.~~

- ~~• Emergency Aid to Students with Anaphylactic Reaction: The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414 and any regulations promulgated in line therewith.~~

~~Trained School personnel may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at School or a School related activity when a physician is not immediately available.~~

~~For purposes of this policy, “anaphylaxis” means a potentially life threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction and exercise.~~

ADMINISTRATION OF EMERGENCY EPINEPHRINE

The School shall obtain emergency epinephrine auto-injectors in compliance with SB 568, to be stored in an accessible location upon need for emergency use, and School nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction at an applicable School site. The School shall distribute a notice at least once per school year to all staff requesting volunteers to be trained. If an epinephrine auto-injector is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

~~OPIOID ANTAGONIST~~ ADMINISTRATION OF EMERGENCY OPIOID ANTAGONIST

The School may obtain emergency naloxone hydrochloride or another opioid antagonist and provide it to School nurses or trained personnel who have volunteered, and School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. If the School elects to utilize naloxone hydrochloride or another opioid antagonist for emergency aid, the School shall distribute a notice at least once per school year to all staff requesting volunteers to be trained. If the naloxone hydrochloride or another opioid antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date. Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.

~~The School will provide emergency hydrochloride or another opioid antagonist (“Opioid Antagonist”) to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of~~

~~Education Code section 49414.3 and any regulations promulgated in line therewith.~~

~~Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at School or a School activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School's supply of Opioid Antagonist shall be restocked before its expiration date.~~

~~If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student's parent/guardian.~~

PROCEDURES FOR HEAD LICE

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The **Executive** Director or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The **Executive** Director or designee may distribute information to parents/guardians of students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The **Executive** Director or designee also may provide related information to School staff.

~~If a student is found with or reported to have active, adult head lice, the student will not be excluded from School activities. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. It is the responsibility of the parent to treat head lice infestation. Staff shall maintain the privacy of students identified as having head lice.~~

~~School employees shall report all suspected cases of head lice to the Director or designee as soon as possible. When a student is initially identified as having live head lice, the student is to be excluded from School for treatment. The parent/guardian of any such student shall be contacted and given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to School the next day and allowed to remain in School if no active head lice are detected.~~

~~After treatment at home, it's mandatory to return to School the next day via the health office, for inspection. Parents must be notified that students who return to School with live lice will be sent home. As such, parents are advised to accompany their child to School. Upon checking the head, if live lice are found, the child returns home with parent for treatment. If child has been treated and there are no live lice, the child may return to class. We encourage the~~

~~removal of nits but child can return to class if they have been treated, even though nits are still present.~~

~~The child will be excluded from attendance until he/she is free of active head lice. The excluded student~~

~~may return to School when:~~

- ~~• The parent/guardian produces evidence of treatment, and~~
- ~~• Reexamination by the Director/designee determines that the student is free of live lice.~~

~~Once he/she is determined to be free of live lice, the student shall be rechecked weekly for up to six weeks.~~

~~If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of School Director, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.~~

~~When it is determined that one or more students in a class or School are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class and provide them with information about the detection and treatment of head lice. Mass screening (School-wide or whole classrooms) is not an evidence-based practice in controlling head lice infestation/re-infestations and will not be performed. It is the responsibility of the parent to treat head lice infestation. Staff shall maintain the privacy of students identified as having head lice.~~

Coversheet

Employee Expense Policy

Section: V. Consent Agenda
Item: F. Employee Expense Policy
Purpose:
Submitted by:
Related Material: PCA Employee Expense Policy_Rev 05.27.25_RED 12.02.25.pdf



Pacific Coast Academy

Employee Expense Policy

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EMPLOYEE EXPENSE POLICY

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

TRAVEL

Mileage

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

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

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

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

Employees will be paid for mileage reimbursement at the per-mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven on behalf of the School. Employees are required to accurately submit a report of miles driven on behalf of the School within 30 days of incurring the mileage.

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

HOTELS, MEALS, AND GRATUITY

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

Employees ~~who are~~ required to travel overnight for approved business purposes, such as attending a conference or meeting, ~~may either:~~

- ~~will be eligible to~~ receive a per diem allowance for food and incidental expenses, ~~or~~
- ~~they can~~ submit ~~itemized~~ receipts ~~to and~~ seek reimbursements for their actual costs.
-

An employee can choose reimbursement or allowance but not both.

To qualify for reimbursement or per diem, employees must ~~1) provide evidence of approved overnight travel, including documentation of the conference, meeting, or event they are attending, and 2) receive prior approval from management for the trip.~~

Per Diem and Reimbursement Rates

~~The board sets the per diem rates as follows for both per diem and reimbursement rates. Any meals provided by the conference or school will be deducted from the total allowable per-diem/reimbursement amount at the federal per-diem rate outlined on GSA.GOV~~

- First day of travel: \$75
- Each full day: \$150 per day
- Last day of travel: \$75

~~Adjustments will be made based on actual attendance and participation in paid events. Executive team travel—including the Executive Director, Deputy Executive Director, Associate Executive Director-Student Services, and Senior Directors—may use School cards to purchase meals for themselves and traveling staff up to \$150 per person per day. Any meals purchased by the executive team will be deducted from the per diem and reimbursement at the federal per diem rate.~~

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

~~If choosing per diem, the per diem will be paid through their regular paycheck and is intended to cover food and incidental costs during the trip. ~~Reimbursement of the per~~ Per diem allowance is contingent upon adherence to company policies and prior approval processes. ~~Receipts do not need to be submitted. and will follow the federal per diem rates outlined on GSA.Gov. Any meals provided by the conference or school will be deducted from the total per diem amount received by the staff.~~~~

Hotels

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

- Staff may stay at the rate of up to two times the federal per diem rate with the Executive Director's or the Deputy ~~Executive~~ Director's pre-approval.
- For large conferences and offsite staff meetings that need several staff members staying at a location close to the conference or all together in the same hotel, the Executive Director has the discretion to choose a hotel that fits the needs of the school best.
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or their Deputy's advance approval. ~~and accompanied with the use of Advance Approval for Lodging form.~~
- ~~The Executive Director needs approval from the Board President and Board Treasurer or Board Secretary for anything above double the federal per diem rate. (using the Advance Approval for Lodging form)~~
- If any employee exceeds the lodging allowance without prior approval, PCA will only reimburse up to double the federal per diem rate.
- Employees will not be reimbursed for any hotel expenses of a personal nature (e.g., in-room movies or minibar expenses).
- Room Service charges that follow the daily per-diem rate are allowed when necessary (e.g., hotel does not have a restaurant, early departure, late arrival, or staff feels like they are in an area where they feel it is best to stay at the hotel instead of leaving). The same rules as per diem will apply. No alcoholic beverages will be allowed.

Meals

~~Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event. Meals will be reimbursed up to the established federal per diem rate. This includes taxes, service charges, and customary tips (see gratuity guidelines below.) Meals in excess of the established federal per diem rate must have the Executive Director or their Deputy's advance approval in writing. Meal reimbursements must require receipts for documentation purposes. If any employee exceeds the meal reimbursement allowance without prior approval, the School will only reimburse up to the federal per diem rate.~~

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

Gratuity

Employees are allowed to tip up to ~~20~~ 22%, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee. If the location or venue adds a tip to the bill for large parties that the School is not able to remove or edit, the School will pay that amount.

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

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

MONTHLY STIPEND FOR PERSONAL CELL PHONES, INTERNET AND UTILITIES EXPENSES

Employees who are required to use their personal cell phones, internet and utilities to perform work on behalf of the School will be provided a monthly stipend as specified in the Compensation Policy to fully reimburse employees for such use, which includes personal cell phones, internet/personal internet access (Wi-Fi), for utilities expenses and an additional amount for taxes associated therewith. The School has established this monthly stipend based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expenses incurred in using their personal cell phones, internet/Wi-Fi and utilities to perform work on behalf of the School. If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone, internet/Wi-Fi or utilities expenses on behalf of the School, the employee must immediately report this expense issue to their Direct Supervisor for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional reimbursement in excess of the monthly stipend. Employees that are eligible for this monthly stipend are required to submit a Request for Monthly Stipend form affirming that the employee uses their personal cell phone, internet/Wi-Fi and utilities to perform work on behalf of the School and that the employee will immediately notify the School if the employee no longer incurs an expense related to the personal use of their cell phone, internet/Wi-Fi and/or utilities in the discharge of their duties. The School reserves the right to request supporting documentation from employees at any time to support the employee's request for the monthly stipend. Failure to provide ~~the requested such~~ documentation ~~as requested~~ may delay or cease further payments of the monthly stipend to the employee.

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

OTHER EXPENSES

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

must immediately notify their Direct Supervisor.

Office Supplies

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

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

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

REPORTING

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

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review ~~does not produce sufficient evidence of produces insufficient evidence that there has been~~ a violation.

Coversheet

Fiscal Policy

Section: V. Consent Agenda
Item: G. Fiscal Policy
Purpose:
Submitted by:
Related Material: PCA Fiscal Policy_Rev 12.13.2024_RED 10.09.2025.pdf



Pacific Coast Academy

Fiscal Policy

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OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of Directors (“Board”) of Pacific Coast Academy (the “School”) has reviewed and adopted the following fiscal policies and procedures to ensure the most effective use for the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

- The Board approves financial policies and procedures, delegates administration of the policies and procedures to the Executive Director, and receives reports on operations and activities on a regular basis.
- The Executive Director is responsible for all operations and activities related to financial management. However, in the absence of the Executive Director, the Deputy Executive Director shall perform the Executive Director’s responsibilities described herein during the period of absence.
- Financial duties and responsibilities must be appropriately segregated so that no one employee has sole control over authorizing transactions, recording financial transactions, and custody of assets.
- The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
 - expenditures are authorized by and in accordance with the Board-adopted budget,
 - the School’s funds are managed and held in a manner that provides a high degree of protection of the School’s assets, and
 - all transactions are recorded and documented in an appropriate manner.

BUDGET DEVELOPMENT, OVERSIGHT CALENDAR, AND RESPONSIBILITIES

The School will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below.

Approximately January – April

Charter Impact works with the Executive Director to review the Governor's proposed state budget for the upcoming fiscal year and identify the likely range of revenues for the School’s upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Executive Director develop the remainder of the budget including staffing levels, review of fixed costs, and discretionary spending. The School may also prepare a five-year budget projection developed in accordance with the School’s established strategic and growth plans.

Approximately May – June

Charter Impact and the Executive Director review revenue projections subsequent to the Governor’s annual “May Revise” budget figures and fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for the upcoming fiscal year before July 1. A copy of the final budget is provided to the charter-

granting agency and the County Superintendent of Schools.

Approximately July – August

Books for the prior fiscal year are closed by Charter Impact, all transactions are posted, and records are assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

Approximately September – December

At the end of the first full week of School, the Executive Director reviews the School’s actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the School’s budget is revised to match likely revenues.

The independent auditor performs an audit of the closed fiscal year and prepares an audit report for submission to the Board.

The Board reviews a copy of the audit. The Executive Director addresses any audit exceptions or adverse findings pursuant to any procedures set forth in the School’s charter. Once the Board approves the audit report, it is submitted to the charter-granting agency, the California State Controller, the County Superintendent of Schools, and the California Department of Education.

BANKING ARRANGEMENTS

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings, federally insured checking accounts, or FDIC insured money market accounts. If funds are held in accounts outside of the County Treasury, the Board must approve all designees authorized to sign checks or warrants in accordance with these policies. Charter Impact will reconcile the School’s ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis.

AUTHORIZED SIGNERS

The Board authorizes the following School officials (each an “Authorized Signer”) to execute duly-approved contracts, purchases, and expenditures, and to endorse checks, drafts, and orders for the payment, withdrawal, or transfer of money in the name of and on behalf of the School: Board officers, Executive Director, and Deputy Executive Director.

RECORD KEEPING

Transaction ledgers, duplicate unsigned checks, attendance, and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by School staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate backup copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared, and stored in a secure location, separate from the School.

Charter Impact will retain electronic records at their site for a minimum of two years; after which, the remaining years will be the responsibility of the School.

PROPERTY INVENTORY

The Executive Director shall establish and maintain an inventory of non-consumable goods and equipment worth over \$10,000 as determined by the Executive Director. This inventory must include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets. These assets will be depreciated over their estimated useful life in accordance with generally accepted accounting principles (GAAP).

All non-consumable educational products and School property, including School technology, must be returned upon disenrollment or upon request by the Executive Director or Homeschool Teacher. Any unneeded property owned by the School may be sold, donated, or auctioned by the Executive Director or designee provided the Executive Director engages in due diligence to obtain a reasonable value for the School. The sale or auction of property owned by the School with a fair market value in excess of \$10,000 as determined by the Executive Director must be approved, in advance, by the Board in accordance with the School's Disposal of Unneeded Books, Equipment, and Supplies Policy. The Executive Director or designee will immediately notify Charter Impact of all known cases of theft, loss, damage, or destruction of assets worth over \$10,000 as determined by the Executive Director.

~~The Executive Director shall establish and maintain an inventory of non-consumable goods and equipment worth over \$5,000 as determined by the Executive Director. This inventory must include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets.~~

~~All non-consumable educational products and School property, including School technology, must be returned upon disenrollment or upon request by the Executive Director or Homeschool Teacher. Any unneeded property owned by the School may be sold, donated, or auctioned by the Executive Director or designee provided the Executive Director engages in due diligence to obtain a reasonable value for the School. The sale or auction of property owned by the School with a fair market value in excess of \$5,000 as determined by the Executive Director must be approved, in advance, by the Board in accordance with the School's Disposal of Unneeded Books, Equipment, and Supplies Policy. The Executive Director or designee will immediately notify Charter Impact of all known cases of theft, loss, damage, or destruction of assets worth over \$5,000 as determined by the Executive Director.~~

ATTENDANCE ACCOUNTING

The Executive Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and

other applicable laws regarding Charter School Average Daily Attendance. Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School. The School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher.
- The School's instructional calendar will include at least 175 days of instruction to avoid the financial penalty for providing fewer than 175 days of instruction. The calendar must also document that the School offers a number of annual minutes of instruction or equivalent as required pursuant to applicable law.
- Independent study must be pre-arranged by the student's adult guardian and the School and the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the School on forms prepared by the School. As applicable, such independent study must be in full compliance with the law governing independent study.
- Enrollment processes will be followed in accordance with the School's Admissions/Public Random Drawing/Lottery Policy and Disenrollment processes will be followed in accordance with the School's Non-Compliance and Withdrawal Policy and Procedures, both of which can be found on the School's website. No attendance will be taken for any student before the student has been unconditionally admitted to the School in accordance with the policy and no attendance shall be taken for any student who has been withdrawn from the School in accordance with the policy. The Admissions/Public Random Drawing/Lottery Policy shall ensure that no attendance has been claimed for ineligible students. The Education Records and Student Information Policy shall ensure that all records are transferred to any new local educational agency in which the withdrawn student has enrolled or the student's school district of their last known address in accordance with the School's Education Records and Student Information Policy found on the School's website.

ANNUAL FINANCIAL AUDIT

The Board is responsible for contracting with the School's independent auditors and providing oversight of the independent auditors in reviewing:

- The School's system of internal controls, policies, and risk management;
- The integrity of the School's financial statements; and
- The School's compliance with legal and regulatory requirements and ethical standards.

The Board will review the scope and results of the audit and will receive notice of any consequential irregularities and management letter comments that the auditor noted during the audit. Additionally, the Board will develop a corrective action plan to address all relevant weaknesses noted by the auditor and review all financial information of the School.

The Audit must be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Superintendent of Schools, the California State Controller, and the California Department of Education on or before December 15 of each year or an extended deadline, if granted by all three

aforementioned governing bodies.

REQUIRED BUDGET AND OTHER FISCAL REPORTS

The Executive Director, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required financial reports as may be required by state or federal law or mandated by the terms of the School's charter.

PROPERTY AND LIABILITY INSURANCE

The Executive Director must ensure that the School retains appropriate property and liability insurance coverage. Property insurance must be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the School's Property Inventory and consumables. Premises and Board errors and omissions liability insurance must also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and a limit of no less than \$5 million per occurrence. The School's Executive Director and other staff who manage funds must be placed under a fidelity bond.

BOARD WITHOUT COMPENSATION

Board members incur ongoing expenses for equipment, internet services, and software, as well as travel expenses, to prepare for and participate in meetings of the Board. Board members shall serve without compensation, but may be entitled to a stipend or reimbursement of actual and necessary expenses for an approved amount established by the Board. Expenses for equipment, internet services, and software, as well as travel expenses necessary to attend Board meetings and meetings of Board committees, need not be approved in advance by the Board. All other expenses shall be approved in advance by the Board. Board members shall use the School's official reimbursement or expense form and attach appropriate backup documentation (e.g., itemized receipt or invoice). In no event may reimbursements exceed actual expenses. If a Board member fails to submit appropriate backup documentation, the Board member may be personally responsible for the charge.

FUNDRAISING, GRANT SOLICITATION, AND DONATION RECOGNITION

The Board must be informed of the award or receipt of any donated, grant, or categorical program funds, as well as any conditions, restrictions, or compliance requirements associated with the funds.

CONFLICTS OF INTEREST

The School complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.

The School recognizes that it is important for Board members and key employees to understand the conflict of interest laws and rules that apply to the School, in order to identify and avoid conflicts of

interest. The School Board and key staff shall receive annual mandatory training, to be conducted by a third party, on the applicable conflict of interest laws. Such training may be provided at the time the Board receives the mandatory Ralph M. Brown Act training required by the School's Charter, and may also cover specific topics including an overview of significant, applicable laws regarding the use of public funds, procedures for hiring, contractual arrangements, purchasing, bidding, and expenditure approvals that help to prevent conflicts of interest.

It is the policy of this School that all School officials, including Board members, officers, and employees, must not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision-makers may not be personally nor financially interested in any contract made by them in their official capacity.

PROCUREMENT

SEGREGATION OF DUTIES AND SYSTEM

Internal controls include the segregation of duties to establish necessary checks and balances so that one person is not handling a transaction from beginning to end. To ensure segregation of recording and approvals, the Business Office may not sign purchase orders.

The following functions will be segregated:

- Initiating, authorizing, or approving transactions.
- Executing transactions.
- Recording the transaction.
- Reconciling the transaction.

The School maintains an approval system for all non-payroll expenditures. When a vendor requires a purchase order, the School will maintain a system for those purchase orders.

All transactions will be posted in an electronic general ledger maintained by Charter Impact.

PROCUREMENT OBJECTIVES

The Board is committed to safeguarding the School's funds and promoting transparency and accountability when it comes to the use of its funds. The purpose of this Procurement Policy is to ensure the School receives high-quality and cost-effective equipment, materials, supplies, and services in an efficient manner from reputable vendors. Although cost is an important factor, the School is not required to select the vendor with the lowest price. The School will not engage in any contracting or purchasing activities intended to circumvent the procedures described herein.

Consideration will be made of in-house capabilities to accomplish services before contracting for them. When approving contracts for the purchase of goods or services, the School must:

- Determine if the expenditure is budgeted
- Determine if funds are currently available for expenditures (i.e., cash flow)
- Determine if the expenditure is allowable under the appropriate revenue source that will be used
- Determine if the expenditure is appropriate and consistent with the School's goals, vision, approved charter, School policies and procedures, and any related laws or applicable regulations
- Determine if the price is reasonable and prudent

EXCEPTIONS

These procurement procedures apply to contracts for services, as well as School purchases. However, these procurement procedures do **not** apply to the following:

- Employment contracts
- Contracts for services provided directly to students, including, but not limited to, contracts for special education and disability-related services.
- Contracts or purchases approved or mandated by the School's charter authorizer.
- Publication and/or copyright materials purchased directly from the publisher or copyright holder.
- Repairs and/or parts associated with repairs to equipment obtained from an "Authorized Dealer" (i.e., a dealer certified by the manufacturer to sell and/or perform maintenance on their equipment).
- Catering, photography, audio/visual, or other services from a facility rented for a meeting or conference if the facility has a policy requiring the use of their in-house services or services from a predetermined list of vendors.
- Contracts or purchases in an "emergency" situation. "Emergency" is defined as work stoppage, threat of financial loss, or other situations that impair the health, welfare, and safety of students, staff, or School property. These contracts/purchases must be accompanied by a memo noting the urgency of the contract/purchase, justification, and a cost and price analysis of the amount of the transaction, and must be approved by the Executive Director.
- The purchase, sale, lease, or transfer of real property on behalf of the School.
- A loan, line of credit, and other debt incurred on behalf of the School.
- Any contract or purchase in which other state or federal bidding or procurement laws apply, for example, contracts for E-rate services. In such instances, the School shall adhere to all applicable state and federal bidding and procurement requirements.

APPROVAL THRESHOLDS

Except as otherwise provided in these policies, the Executive Director has authority to approve contracts for the purchase of School goods or services up to \$100,000 without Board approval, provided funds are authorized and available within the School's Board-adopted budget. Contracts for the purchase of goods or services in excess of \$100,000 must be submitted for Board approval.

Once a contract is appropriately approved by the Executive Director or Board, contracts may be executed

by an Authorized Signer or another person specifically designated by the Board after the Board has duly approved the contract.

Notwithstanding the foregoing, any purchase, sale, lease, or transfer of real property on behalf of the School, regardless of the amount, must be approved by the Board and will be evidenced by a written agreement identifying all the material terms and conditions of the transaction that is approved by the Board and signed by an Authorized Signer.

PURCHASE AND CONTRACT AMOUNTS

Purchase Amount

For purposes of the approval threshold (i.e., whether a contract must be Board approved), the “total” for a one-time purchase includes all taxes, shipping charges, and fees. Sometimes, multiple one-time purchases are made from the same vendor over time. It is within the discretion of the Executive Director whether to aggregate such purchases, taking into account the objectives of this procurement policy.

Fixed Price Contract Amount

For purposes of the approval threshold, the “total” for a fixed price is the total amount to be paid under the contract (*e.g.*, for a three-year contract for \$40,000/year, the total amount to be paid is \$120,000 so Board approval is required).

Non-Fixed Price Contract Amount

For contracts where the total amount to be paid cannot be determined upfront (*e.g.*, contracts for certain ongoing services), the “total” for purposes of the approval threshold depends on, in the judgment of the Executive Director, how much the School reasonably expects to pay under the contract each fiscal year. For any such contract, if the School ends up paying more than \$100,000 in a fiscal year, the contract shall be brought to the Board for ratification.

BIDDING

Bids or estimates will be obtained by the School where required by law or otherwise deemed by the Executive Director to be appropriate and in the best interests of the School.

DOCUMENTATION; COMPLIANCE

Any individual making an authorized purchase on behalf of the School must provide the School with appropriate documentation of the purchase, including any documentation required to be retained under this policy. Individuals other than the Executive Director are not authorized to make purchases without pre-approval.

School staff and/or the back office will keep and maintain a contract file evidencing the bids or quotes obtained (if any) pursuant to the procurement process herein. Written contracts will be maintained.

If a contract service provider is a sole proprietor or a partnership (including LP and LLP), the Executive Director or designee will obtain a W-9 from the contract service provider prior to payment of invoices.

Contract service providers will be paid in accordance with approved contracts. The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled.

PAYMENT AUTHORIZATION

All original invoices will be sent to the Business Office for review and approval. The Business Office comprises of school staff on the Vendor, Enrichment, and Accounting Team who work together under the direction of the Executive Director to complete the processes delegated to the Business Office herein.

- The Business Office will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received.
- Invoice approval will be indicated by the signature of the Executive Director or Business Office on an invoice, email, or another electronic documentation process. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis.
- Charter Impact will process approved invoices with sufficient supporting documentation.
- The Executive Director may authorize the Business Office or Charter Impact to pay invoices for recurring expenses (i.e., rent, utilities, software subscriptions, phone, and internet, etc.) without the Executive Director's formal approval for each invoice (signature, email, or other processes) when dollar amounts fall within a predetermined range.
 - A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

CREDIT CARDS, ACCOUNTS PAYABLE, AND BANK RECONCILIATIONS

SCHOOL CREDIT CARDS

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the School, for payments and recordkeeping for certain expenses, through the use of School credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by the School must clearly be linked to the business of the School. This policy addresses and establishes the proper use and assignment of School credit cards. Credit and debit cards should not be used to bypass established purchasing procedures, including advanced approval processes.

DEFINITIONS

Cardholder/User

The person for which the School credit card has been issued.

School Credit Card

The physical or virtual card and number associated with the card issued to the cardholder.

Administrator

The Business Office staff member assigned to establish or terminate Cardholder rights, reassign card limits, or change budget access.

SCHOOL CREDIT CARD USERS

A list of those individuals issued a School credit card will be maintained by the Executive Director and the Business Office.

A Cardholder/User employee who is no longer employed by the School must return his or her School credit card upon termination or resignation to the Executive Director or Business Office.

Credit cards will be disabled immediately upon the termination or resignation of a Cardholder/User by the card Administrator. Accounting for credit cards and settlement of credit card billings must be part of the employee separation checklists.

USER RESPONSIBILITIES

Credit Cardholders/Users must take proper care of their School credit card(s) and take all reasonable precautions against damage, loss, or theft by adherence to the following provisions:

- All Cardholders/Users must keep secure and confidential all active School credit card numbers and information.
- Cardholders/Users should not store sensitive active School credit card data, including full account number, type, expiration, and track data, in any method, on personal computers or networks.
- Cardholders/Users must not transmit in an insecure manner, such as by email, unsecured fax, or via mail, School credit card information.
- Cardholders/Users must restrict access to active credit card data and processing to the Administrator or other authorized individuals.
- Cardholders/Users must maintain active card information in a secure environment accessed only by the issued Cardholder/User.
- Cardholders/Users must not be allowed to authorize payment of their own travel expenses. All travel expenses for any Cardholder/ User other than the Executive Director must be pre-approved by the Executive Director or designee, and the Executive Director's travel expenses shall be approved by a Board member.
- Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their School credit card, without which the Cardholder/User is responsible for the purchase.
- Cardholders/Users must submit detailed documentation, such as itemized detailed receipts

and/or supplier documentation for services, supporting all purchases made on their School credit card, including travel and/or other actual and necessary expenses that have been incurred in connection with School-related business for which the School credit card has been used.

- Failure to take proper care of School credit card(s) or failure to report damage, loss, or theft may subject the Cardholder/User to financial liability and discipline.
- If the Business Office identifies any inadvertent personal charges or unauthorized uses of the card, the card statement and all backup documentation will be forwarded to the Executive Director for review, or if such charges or uses are those of the Executive Director, to the Board Chairperson.
- Purchases made using a credit or debit card are subject to the same approval thresholds and other procurement requirements as all other purchases.

CREDIT CARD PURCHASING

School credit cards may only be used for legitimate School business expenses and in accordance with relevant Board policies.

- Credit cards must only be used for transactions for which payment of check disbursement is not accepted or is impractical, such as transactions that would cause undue hardship to the School or the Cardholder/User.
- School credit card usage includes the following types of expenses:
 - School services, including catering or advertising.
 - School supplies, including office supplies, educational supplies, and operation and maintenance supplies.
 - Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.
 - Payments to educational and charitable organizations, including Schools, colleges, vocational schools, and membership organizations.
 - Educational conferences and seminars.
 - Other expenses necessary for the education of students or for the continuous operations of the School as determined by the Executive Director.

CREDIT CARD RECONCILIATION

- A Cardholder/User will review the card statement to ensure it includes only their own approved charges.
- The Business Office will verify that appropriate backup documentation has been provided for all charges on the card statement.
- Any charges not made by the Cardholder/User will be identified and discussed with the Executive

Director.

- The Executive Director or designee will review charges and supporting documentation for
- each Cardholder/User's monthly statement before approving any payment.
- For the Executive Director, the Board will review charges and supporting documentation.
- All cardholders should report the loss or theft of their School credit or debit card immediately to the credit card company and the Administrator, even if the loss or theft occurs on a weekend or holiday. The Administrator will discuss any loss or theft with the Executive Director.

EXCLUSIONS

School credit cards must not be used for alcohol, cash advances, ATM, money orders, jewelry or clothing, medical expenses, or payment of fines, auto tickets or penalties, bereavement or congratulatory-related items like cards or flowers unless prior written approval is received from the Executive Director, or in the case of the Executive Director, the Board Chairperson.

In no event shall a School credit card be used for a Cardholder/User's personal expenses.

EMPLOYEES' PERSONAL CREDIT CARDS

Employees who use personal credit or debit cards to make unauthorized purchases will not be reimbursed. Authorized purchases for legitimate School business-related purchases will be reimbursed by a bank check upon receipt of appropriate documentation of the purchase in alignment with the School's policies for procurement, expenditures, and employee reimbursements.

ACCOUNTS PAYABLE CHECKS

- Charter Impact does not use pre-printed check stock to avoid the risk of theft.
- When there is a need to generate a check, the Business Office will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
- Once approved by the Executive Director or designee, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
- Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
- Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
- School utilizes the "positive pay" feature at their bank to help reduce the chance of fraud. Positive pay requires all cashed checks to match with the records of Charter Impact for check number, amount, and payee.
- Charter Impact will distribute the checks and vouchers as follows:
 - Original – mailed or delivered to the payee.
 - Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter

Impact accountant.

- Canceled Checks – maintained with the banking institution.
- Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

BANK RECONCILIATIONS

Bank reconciliations will be prepared and performed by Charter Impact for all of the School's bank account transactions on a monthly basis.

- Charter Impact will maintain view-only online access to School bank accounts and download the monthly bank activity/statement directly from the bank.
- Once the statement is received, Charter Impact will examine all paid checks for the date, name, cancellation, and endorsement.
- Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
- Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director or designee.
- The Executive Director or designee has the final review responsibilities to ensure all procedures have been followed.

CASH RECEIPT MANAGEMENT

CASH RECEIPTS POLICIES AND PROCEDURES

All departments receiving cash are designated as cash collection points. "Cash" may consist of currency, checks, money orders, credit card transactions, fed wires, and electronic fund transfers.

CASH AND CHECKS

All departments responsible for cash collection must maintain a clear separation of duties. An individual should not have responsibility for more than one of the cash handling components: receipt, deposit, or reconciliation.

- A secure area for processing and safeguarding funds received must be maintained and access restricted to authorized personnel.
- Always issue a receipt in return for cash received from students, parents, or others. Be sure to include at a minimum: the date cash was received, the amount received, the purpose, and initials/signature verification.
- All cash collections require two signatures – the individual collecting and handling the money, and

the individual recording the money.

- Once verified, all cash will be immediately put into a lockbox.
- Under no circumstances will employees or students make disbursements from the un-deposited receipts. All cash or other receipts must be deposited with the bank, in total.
- The lockbox will be emptied at least two times per week, corresponding to days when deposits are made unless deposit amounts total greater than \$6,000.
- All checks should be made payable to Pacific Coast Academy. Checks will be restrictively endorsed immediately upon receipt with "For Deposit Only" and placed in the lockbox until they are ready to be deposited. Post-dated checks should not be accepted and will be returned to the check writer.
- The Depositor (Executive Administrative Assistant or designee) is responsible for making the deposit to the appropriate bank account.
 - Deposits totaling greater than \$6,000 must be deposited the next business day by the designated School employee. Un-deposited totals less than \$6,000 may be retained in the School's lock box until the next scheduled deposit is made, at least once per week.
 - A deposit slip will be completed by the Business Office. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.

WIRE TRANSFERS

Only the Executive Director or designee is permitted to initiate an outgoing wire transfer. All outgoing wire transfers shall be performed in person at the bank or using the bank's secure website and should include the Executive Director or designee as the secondary approver. Outgoing wire transfers shall not be issued unless the secondary approver is in-person at the bank and approves the transfer or logs on to the bank's secure website and approves the transfer electronically.

RETURNED CHECKS

The School should attempt to deposit returned checks a second time; if the check does not clear on the second attempt, the payment should be returned to the vendor, and the general ledger account to which it was applied adjusted.

No check should be withheld from the deposit unless it is legally imperfect (i.e., no maker signature), in which case the Business Office should immediately contact the payer and discuss the best method to remedy the imperfect check. The School should never provide cash to any individual or organization in exchange for their personal checks.

FUNDRAISING

Each fundraising activity must be approved by the Executive Director or designee. In order to be approved, the individual planning the fundraiser must submit a proposal in advance of the event so that all fundraising efforts may be coordinated.

The Executive Director or designee must appoint a School official (the “Supervising Official”) for all fundraisers where cash or checks will be collected.

- The Supervising Official will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
- The Supervising Official will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - The cash, checks, receipt book, and deposit summary must be given to the School’s Business Office by the end of the next School business day after the fundraising event.
 - Both the Supervising Official and the Business Office will count the deposit and verify the amount of the funds in writing.
 - The Business Office will put the funds in a secure, locked location and follow the established cash handling procedures, detailed above.

INVESTMENT POLICY

The School will prioritize the safety and security of funds by utilizing low-risk investment options. These options include, but are not limited to, savings accounts, money market accounts, and other similar vehicles. All funds will be fully insured by the Federal Deposit Insurance Corporation (FDIC) up to the total invested amount, ensuring the highest level of protection. The primary objective is to maintain a safety net for the organization’s assets while seeking reasonable returns within this low-risk framework. The School will regularly review these accounts to ensure compliance with this policy and adjust as necessary to align with prevailing market conditions.

PAYROLL

PAYROLL SERVICES AND SETUP

Charter Impact prepares payroll checks, tax, and retirement withholdings, tax statements, and performs other payroll support functions. The Executive Director will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Executive Director or designee will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon the hiring of staff, the Executive Director or designee will be responsible for the creation of a personnel file with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave and other leaves of absence.

STIPENDS

The Executive Director or designee will notify Charter Impact of all authorizations for approved stipends per the School's Compensation Policy and other applicable School policies.

PAYROLL PROCESSING

Payroll is processed within 10 days after the period in which it is earned for hourly employees. Hourly employees must submit signed time records within the School's time-keeping system on a daily basis to verify appropriate hours worked, resolve absences, and monitor the number of hours worked. Hourly employees submit their time records to their immediate supervisor or the Executive Director for approval.

The designated School employee is responsible for providing Charter Impact with a Summary Report of timesheet processing.

Charter Impact will prepare the Payroll Master report based on the initial payroll summary report and provide it to the Executive Director or designee for review and approval.

The Executive Director or designee is responsible for reviewing the Payroll Master and submitting it to Charter Impact for final processing and payment.

- Payroll checks are directly deposited or mailed via USPS first-class mail.

PAYROLL TAXES AND RECORD-KEEPING

Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security, and Medicare and submit the forms to the respective agencies on behalf of the School. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director, and submit the forms to the state on behalf of the School.

The designated School employee will maintain written records of all full-time employees' use of sick leave, vacation pay, and any other leaves of absence.

- The designated School employee will immediately notify the Executive Director or designee if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
- The designated School employee will regularly reconcile sick leave and vacation pay accruals and use for all employees. The designated School employee will confirm the availability of accrued sick leave or vacation pay when approving and/or processing requests for paid time off.

EXPENSE REPORTS & REIMBURSEMENTS

Employees will be reimbursed for legitimate and reasonable School-related purchases and expenses

necessarily incurred in the discharge of their duties and in alignment with the School's procurement policies and Expense Reimbursement Policy. Reimbursements may be issued either by bank check or as a supplemental payment to the employee's paycheck, which may be distributed electronically (via ACH), depending on the employee's preferred pay method.

Executive Director expense reports must be approved by the Deputy Executive Director or Senior Director and must always be submitted to Charter Impact for processing and payment.

~~Employees will be reimbursed, by a bank check, for legitimate and reasonable School-related purchases and expenses necessarily incurred in the discharge of the employee's duties and in alignment with the School's procurement policies and the Expense Reimbursement Policy.~~

~~Executive Director expense reports must be approved by the Deputy Executive Director or Senior Director and must always be submitted to Charter Impact for processing and payment.~~

FINANCE AND FINANCIAL REPORTING

FINANCIAL REPORTING

Charter Impact maintains supporting records in sufficient detail to prepare the School's financial reports throughout the year, including:

- Annually
 - Financial statements for audit
 - Annual budget
 - Unaudited Actuals
 - 990 Income Tax Returns
- Monthly
 - Trial balance
 - Statement of Financial Position
 - Budget vs. Actual Report
 - Monthly Forecast (cash-flow projection)
 - Monthly Check Register
 - Accounts Payable Aging
- Periodically
 - IRS Forms 941 and payroll tax returns
 - Comparable State taxing authority returns
 - First and Second Interim Reports
 - Other reports as requested

THIRD-PARTY LOANS

The Executive Director and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by an Authorized Signer before funds are borrowed.

FUND BALANCE RESERVE

A fund balance reserve will be maintained in compliance with 5 CCR § 15450, the school's charter, and any agreements with the charter authorizer. Charter Impact will provide the Executive Director with a Statement of Financial Position on a monthly basis. It is the responsibility of the Executive Director and the Board to understand the School's financial situation. It is the responsibility of the Executive Director to prioritize payments as needed.

Coversheet

Homeless Education Policy

Section: V. Consent Agenda
Item: H. Homeless Education Policy
Purpose:
Submitted by:
Related Material: PCA Homeless Education Policy_v1_Rev 9.28.23_RED 12.01.25.pdf



Pacific Coast Academy

Homeless Education Policy

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HOMELESS EDUCATION POLICY

Pacific Coast Academy is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

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

- ~~1. Define Homeless Children and Youth~~
- ~~2. Identify the Homeless Liaison's Responsibilities~~
- ~~3. Explain the Requirements for Enrollment of Homeless Children and Youth~~
- ~~4. Identify Enrollment Disputes and the Dispute Resolution Process~~
- ~~5. Outline Transportation Options~~
- ~~6. Define Comparable Education Services for Homeless Children and Youth~~
- ~~7. Describe Coursework and Graduation Requirements~~
- ~~8. Food Insecurity and Basic Needs Cards~~

1. DEFINITIONS

Homeless Children and Youths

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:

- Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.

Unaccompanied Youth

Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.

School of Origin

The Charter School is the school of origin when the student attended the Charter School when

permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School Liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. HOMELESS LIAISON'S CONTACT INFORMATION AND RESPONSIBILITIES

Homeless Liaison Contact Information

The School's Homeless Liaison is:

Yolanda Osborne, Director of ~~School Support~~ Special Programs

schoolsupport@pacificcoastacademy.org

(619) 215-0704

Homeless Liaison Responsibilities

The Charter School's Homeless Liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth are admitted in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services,

dental services, mental health and substance abuse services, housing services and other appropriate services;

- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the Liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- Offer training to School certificated and classified employees experiencing homelessness including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to 1) the board adopted homeless education program policies; 2) recognition of signs that students are experiencing, or are at risk of experiencing, homelessness.
- The Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

3. ADMISSION

All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's enrollment packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery

as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paperwork. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

4. ADMISSION DISPUTES AND THE DISPUTE RESOLUTION PROCESS

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which admission is sought, pending resolution of the dispute. "Admission" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School

Homeless Liaison will forward all written documentation and related paperwork to the Homeless Liaison at the county office of education (COE). The COE's Homeless Liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE Homeless Liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE Homeless Liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

5. TRANSPORTATION

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

6. COMPARABLE EDUCATION SERVICES

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs in career and technical education
- Access to honors and AP courses
- Access to field trips
- Access to technology, including hotspots
- Access to full range of support and intervention programs

7. COURSEWORK AND GRADUATION REQUIREMENTS

The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course. The School shall also issue that homeless student full or partial credit for the coursework completed while attending the School.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including

a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student and the person holding the right to make educational decisions for the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in

the School of origin.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the pupils age as compared to the average of pupils in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's Liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

In addition to providing said notice, the School shall consult with the student and student's educational rights holder about the following: 1) Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vacation plans, including the ability to gain admission to a postsecondary educational institution; 2) Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 3) Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student

and the student qualifies for the exemption.

If a homeless student is not eligible for an exemption because the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School nonetheless shall reevaluate eligibility and provide written notice to the student, the student's education rights holder whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status at that time the reevaluation conducted pursuant to the previous paragraph that the student is not reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School shall provide the student with the option to receive an exemption from all coursework and other requirements adopted by the School's governing board that are in addition to the statewide coursework requirements specified in Education Code section 51225.3 or to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student (if over 18 years old), or upon agreement with the student's education rights holder.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

If a homeless student transfers between schools any time after the completion of the student's second year of high school is not reasonably able to complete the School's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements specified in Education Code section 51225.3 within the student's fifth year of high school, the School shall exempt a student from the School's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements. The School shall consult with the student and the student's education rights holder of the following: 1) The student's option to remain in school for a fifth year to complete the statewide coursework requirements; 2) How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education; 3) Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 4) The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

8. FOOD INSECURITY AND BASIC NEEDS CARDS

The School is committed to supporting the basic needs of students experiencing homelessness to ensure their full participation in educational opportunities. Support may include the provision of hygiene kits, clothing, school supplies, food, or other items necessary for student engagement and success. The school may purchase materials and order and procure grocery delivery to students experiencing homelessness to support wraparound services necessary for students to participate in school activities. Direct assistance (e.g., grocery delivery) may only be provided if allowable and funded through non-federal Title I sources, general funds, or private donations. Title I funds will not be used for gift cards, food purchases, or other unallowable personal expenses. ~~will provide store cards to support wraparound services and purchase materials necessary for students to participate in school activities.~~ Eligible students may receive ~~cards for food~~ groceries, basic needs, hygiene kits, etc. as needed based on their situation, following these parameters:

- ~~Card amount~~ Amount is based on number of students/siblings in the family
- ~~Not to exceed two cards per year, based on school allotment/availability of funds~~
- Food and basic need purchases are made ~~Cards are issued~~ to address emergent needs; Homeless Liaison will continue to connect families to community resources, such as food banks, etc.
- Food and basic need purchases ~~Store cards~~ are restricted, such that alcohol, tobacco, firearms, and lottery tickets are not allowable purchases ~~with the provided cards~~
- The Homeless Liaison will follow the procurement process outlined in the school's Fiscal Policy and submit itemized receipts showing permissible purchases ~~Students will be required to submit receipts to their HST showing permissible purchases at least once a semester and before an additional basic needs card will be issued~~

*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.

Coversheet

Exact Path Resolution

Section: V. Consent Agenda
Item: I. Exact Path Resolution
Purpose:
Submitted by:
Related Material:
PCA Resolution 2025-09 EXACT PATH AND TEST PREP INCENTIVE_proposed 12.02.25.pdf



Pacific Coast Academy

13915 Danielson St. #103, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors

2025-09

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 2025 English Language Arts Dashboard Indicator is Green and the Pacific Coast Academy's 2025 Mathematics Dashboard Indicator is Orange;

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:

Students in Kindergarten and grades 1 through 12, inclusive, will be encouraged to complete 7 trophies per subject area (math, reading, and language arts) for a total of 21 trophies by November 7, 2025. After the Winter 2025 STAR 360 benchmark assessment administration window opens on December 1, 2025, all students in Kindergarten and grades 1 through 12, inclusive, will be encouraged to complete 7 trophies per subject area (math, reading, and language arts) for a total of 21 trophies by February 20, 2026. This is a two-part challenge that is meant to keep students engaged in the Exact Path platform through February in preparation for state testing in March.

All students who complete 21 trophies (7 trophies in each subject), representing standards mastered during the Fall Challenge will have \$250 additional planning amounts allocated towards educational materials for their educational plans by January 12, 2026. Additionally, all students who complete 21 trophies (7 in each subject), representing standards mastered, during the Winter Challenge will have \$250 additional planning amounts allocated towards educational materials for their educational plans by March 2, 2026. 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.

In addition, Students in grades 3-8 and 11 who complete at least 80% of the grade-appropriate school-approved and provided test booklet or test prep skills plans through IXL and complete all assigned CAASPP tests will receive one of the following. Chaperone tickets will not be provided.

- San Diego Zoo/Safari Park Annual Membership
- Balboa Park Explorer Annual Pass
- SeaWorld Fun Card
- Living Coast Discovery Center Annual Pass
- The Living Desert Zoo and Gardens
- Discovery Cube

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 December 10, 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

Transportation for Students With Disabilities Policy

Section: V. Consent Agenda

Item: J. Transportation for Students With Disabilities Policy

Purpose:

Submitted by:

Related Material:

PCA Transportation for Students with Disabilities Policy_Rev 9.15.25_RED 10.14.25.pdf



Pacific Coast Academy

Transportation for Students with Disabilities Policy

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TRANSPORTATION FOR STUDENTS WITH DISABILITIES POLICY

Pacific Coast Academy is committed to meeting the transportation needs of students with disabilities to enable them to benefit from special education and related services. The Charter School shall provide appropriate transportation services for a student with disabilities when transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan, as determined by the team.

DETERMINATION OF TRANSPORTATION NEEDS

The student's IEP team, or Section 504 team, shall determine if the student requires transportation services in order to receive a free appropriate public education. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Executive Director or designee shall provide IEP teams with information about the Charter School's transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities.

PROVIDING TRANSPORTATION SERVICES

Transportation services specified in a student's IEP or Section 504 plan shall be provided.

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the Charter School.

The school shall ensure that all drivers providing transportation services meet the minimum qualifications required by SB 88.

ALTERNATIVE TRANSPORTATION

If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the Charter School shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

TRANSPORTATION SCHEDULES

The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students.

MOBILE SEATING DEVICES

The Executive Director or designee shall ensure that any mobile seating devices used on the Charter School's buses are compatible with bus securement systems required by 49 CFR 571.222 and that School bus drivers are trained in the proper installation of mobile seating devices in the securement systems. (Education Code 56195.8(b)(5))

SERVICE ANIMAL

As necessary, a student with disabilities may be accompanied on School transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

Coversheet

Invoices over 100K

Section: V. Consent Agenda
Item: K. Invoices over 100K

Purpose:
Submitted by:

Related Material:

_ REDACTED - PCA - 08.29.25 - The Inn at the Mission SJC - Krystin Demofonte - \$988.pdf
REDACTED - PCA - 10.08.25 - Renaissance Hotel - Krystin Demofonte - \$937.11.jpg
REDACTED - PCA - SHI International 8.26.25 - Invoice B20180024 - \$102,930.75.pdf
REDACTED - PCA - 11.18.25 - Inn at the Mission SJC - \$875.75 - Krystin Demofonte.pdf
REDACTED - PCA - 11.11.25 - Zoom - Invoice # INV329367582 - \$111,566.44.pdf



The Inn at the Mission San Juan Capistrano Autograph

GUEST FOLIO PRESENTATION

SCC TRANSFORMATIONAL LEADERSHI

SCC TRANSFORMATIONAL LEAD

DEMOFONTE/ KRYSTIN/

Arrival Date 08/26/2025
 Departure Date 08/29/2025
 Guest # 157494W1
 Group # 157062
 Room # 405

Back to Cover Summary

Date	Description	Reference	Charges	Credits	Balance
08/26/25	Room Chrg - GRP OTH	RT405	299.00		
08/26/25	Occupancy Tax 10%	RT405	29.90		
08/26/25	Tourism Fee	RT405	0.75		
08/27/25	Room Chrg - GRP OTH	RT405	299.00		
08/27/25	Occupancy Tax 10%	RT405	29.90		
08/27/25	Tourism Fee	RT405	0.75		
08/28/25	Room Chrg - GRP OTH	RT405	299.00		
08/28/25	Occupancy Tax 10%	RT405	29.90		
08/28/25	Tourism Fee	RT405	0.75		
TOTAL GUEST FOLIO BALANCE					988.95 USD

This statement is your only receipt. You have agreed to pay in cash or by approved personal check or to authorize us to charge your credit card for all amounts charged to you. The amount shown in the credits column opposite any credit card entry in the reference column above will be charged to the credit card set forth above. [The credit card company will bill in the usual manner.] If for any reason the credit card company does not make payment on this account, you will owe us such amount. If you are direct billed, in the event payment is not made in 30 days after check-out, you will owe us interest from the check-out date on any unpaid amount at the rate of 1.5% per month (ANNUAL RATE 18%), or the maximum allowed by law, plus the reasonable cost of collection, including attorney fees.

Signature _____

6266-1110-0000-5201 = \$886.72
6266-1110-0000-4311 = \$50.39



RENAISSANCE PALM SPRINGS HOTEL

GUEST FOLIO

2326 ROOM	DEMOFONTE/K NAME	249.00 RATE	10/08/25 DEPART	11:00 TIME	53475 ACCT#	20718 GROUP
JS TYPE	**MOBILE CHECK IN**		10/05/25 ARRIVE	20:33 TIME		
5						
ROOM CLERK	ADDRESS	PAYMENT			MBV#:	XXXXX1966

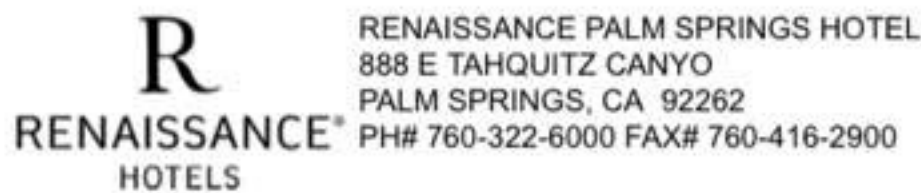
DATE	REFERENCES	CHARGES	CREDITS	BALANCES DUE
10/05	ROOM 2326, 1	249.00		
10/05	OCC TAX 2326, 1	38.24		
10/06	CCARD-VS		871.71	
	PAYMENT RECEIVED BY: VISA			
10/06	SLF PRK 1 DAY	25.00		
10/06	ROOM 2326, 1	249.00		
10/06	OCC TAX 2326, 1	38.24		
10/07	RM SRVC CHK2013	50.39		
10/07	ROOM 2326, 1	249.00		
10/07	OCC TAX 2326, 1	38.24		
10/08	VS CARD			\$65.40

TO BE SETTLED TO: VISA CURRENT BALANCE .00

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This statement is your only receipt. You have agreed to pay in cash or by approved personal check or to authorize us to charge your credit card for all amounts charged to you. The amounts shown in the credit column opposite any credit card entry in the reference column above will be charged to the credit card number set forth above. (The credit card company will bill in the usual manner.) If for any reason the credit card company does not make payment on this account, you will owe us such amount. If you are direct billed, in the event payment is not made within 25 days after check-out, you will owe us interest from the check-out date on any unpaid amount at the rate of 1.5% per month (ANNUAL RATE 18%), or the maximum allowed by law, plus the reasonable cost of collection, including attorney fees.

Signature X

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Pacific Coast Academy
 SHI International Corp
 P.O. Box 952121
 Dallas, TX 75395-2121

Invoice No. B20180024



Invoice date 8/26/2025
 Customer Acc. No. 1126488
 Sales order S61629671

Finance charge of 1.5% per month will be charged on past due accounts - 18%/yr.
 All returns require an RMA# supplied by your SHI Sales team.

Phone: 888-235-3871
 Fax: 732-805-9669

For W-9 Form, www.shi.com/W9
 Send remittances to - remittance@shi.com

0000-1110-0000-4400

Bill To

Pacific Coast Academy
 13915 Danielson Street
 Suite 103
 Poway, CA 92064
 USA

Ship To

Crest Technologies/ Pacific Coast Academy
 80 Shrewsbury St
 attn: Jennifer Petre Baird
 Boylston, MA 01505
 USA
 test/Andy Taylor

Ship Date	Salesperson	Purchase Order	Ship Via	FOB	Terms
8/26/2025	PSI - CA EDU Sierra	TECH080725PCA	UPS GROUND	FOB DEST	NET 30

Item No. Mfg Part No.	Description	Qty Ordered	Qty Shipped	Unit Price	Extended Price
47834022 CZ1104CM2A-YZ84 Hardware ASUS	ASUS Chromebook CZ11 CZ1104CM2A-YZ84 - 11.6 - MediaTek Komp Hardware Hardware Contract number: 3-24-04-1038	400	324	299.00	96,876.00

Quote: 26495885

Sales Balance 96,876.00
 Freight 0.00
 Recycling Fee 0.00
 Sales Tax 6,054.75
Total 102,930.75
 Currency USD

G.V.

APPROVED
 By Gloria Vazquez at 3:19 pm, Sep 15, 2025



0000-1110-0000-4311 = \$18.80
0000-1110-0000-5201 = \$856.95

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

Tel: 949-503-5700



KRYSTIN DEMOFONTE
 PA3350 - PACIFIC COAST ACADEMY EXECUTIV

Page Number : 1 Invoice Nbr : 1000098273
 Guest Number : 164060
 Folio ID : A
 Arrive Date : 17-NOV-25 17:15
 Depart Date : 20-NOV-25
 No. Of Guest : 1
 Room Number : 267
 Marriott Bonvoy Number : 1966

Tax ID : 52-2055918

Inn At The Mission 20-NOV-25 02:40 9999

Date	Reference	Description	Charges (USD)	Credits (USD)
17-NOV-25	RT267	Room Chrg - GRP OTH	259.00	
17-NOV-25	RT267	Occupancy Tax 10%	25.90	
17-NOV-25	RT267	Tourism Fee	0.75	
18-NOV-25	30323	El Cafe Real Dinner	14.95	
18-NOV-25	30323	Sales Tax	1.16	
18-NOV-25	30323	Gratuity/Tips	2.69	
18-NOV-25	RT267	Room Chrg - GRP OTH	259.00	
18-NOV-25	RT267	Occupancy Tax 10%	25.90	
18-NOV-25	RT267	Tourism Fee	0.75	
19-NOV-25	RT267	Room Chrg - GRP OTH	259.00	
19-NOV-25	RT267	Occupancy Tax 10%	25.90	
19-NOV-25	RT267	Tourism Fee	0.75	
20-NOV-25	VI	Visa		-875.75

Approve EMV Receipt for VI - 9987: Signature Captured
 Application Label: VISA CREDIT AID: A0000000031010
 ARC: 00 IAD: 06011203602000 TSI: 6800 TVR: 8000008000

Continued on the next page

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

Tel: 949-503-5700



KRYSTIN DEMOFONTE
PA3350 - PACIFIC COAST ACADEMY EXECUTIV

Page Number	:	2	Invoice Nbr	:	1000098273
Guest Number	:	164060			
Folio ID	:	A			
Arrive Date	:	17-NOV-25	17:15		
Depart Date	:	20-NOV-25			
No. Of Guest	:	1			
Room Number	:	267			
Marriott Bonvoy Number	:	1966			

** Total	875.75	-875.75
*** Balance	0.00	

I agreed to pay all room & incidental charges.

Continued on the next page

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

Tel: 949-503-5700



KRYSTIN DEMOFONTE
 PA3350 - PACIFIC COAST ACADEMY EXECUTIV

Page Number : 3 Invoice Nbr : 1000098273
 Guest Number : 164060
 Folio ID : A
 Arrive Date : 17-NOV-25 17:15
 Depart Date : 20-NOV-25
 No. Of Guest : 1
 Room Number : 267
 Marriott Bonvoy Number : 1966

For your convenience, we have prepared this zero-balance folio indicating a \$0 balance on your account. Please be advised that any charges not reflected on this folio will be charged to the credit card on file with the hotel. While this folio reflects a \$0 balance, your credit card may not be charged until after your departure. You are ultimately responsible for paying all of your folio charges in full.

EXPENSE SUMMARY REPORT

Currency: USD

Date	Room Rev	Food & Bev	Parking	Other	Total	Payment
11-17-2025	259.00	0.00	0.00	26.65	285.65	0.00
11-18-2025	259.00	0.00	0.00	45.45	304.45	0.00
11-19-2025	259.00	0.00	0.00	26.65	285.65	0.00
	-----	-----	-----	-----	-----	-----
Total	777.00	0.00	0.00	98.75	875.75	0.00

Signature_____



Invoice

Zoom Communications, Inc.
55 Almaden Blvd, 6th Floor
San Jose, CA 95113

Invoice Date: Nov 11, 2025
Invoice #: INV329367582
Payment Terms: Net 30
Due Date: Dec 11, 2025
Account Number: 7003596074
Currency: USD
Payment Method:
Account Information: Pacific Coast Academy

Account Legal Name: PACIFIC COAST ACADEMY

Sold To Address: 13915 Danielson St. #103,
Poway, California 92064
United States
(619) 215-0704
accounting@pacificcoastacademy.org

Bill To Address: 13915 Danielson St. #103,
Poway, California 92064
United States
(619) 215-0704
accounting@pacificcoastacademy.org

OR send check payment to:
Zoom Communications, Inc.
PO Box 888843
Los Angeles, CA
90088-8843

Remittance Details should be sent to:
Finance@zoom.us

Purchase Order Number: TECH082125PCA

Charge Details

Charge Description	Billing Period	Subtotal	Taxes, Fees & Surcharges	Total
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: \$0.00	Nov 11, 2025 - Dec 10, 2025	\$0.00	\$0.00	\$0.00
Charge Name: Zoom Phone US/Canada Unlimited Calling Named User Annual License Type: Z1 ENT/ENT+ Quantity: 554 Unit Price: \$52.16	Nov 11, 2025 - Nov 10, 2026	\$28,896.64	\$4,899.28	\$33,795.92

Zoom Phone US/Canada Phone Numbers Annual

Nov 11, 2025 - Nov 10, 2026

\$180.00

\$30.52

\$210.52

Quantity: 10
Unit Price: \$18.00

Charge Name:
Zoom Workplace Enterprise Plus Annual

Nov 11, 2025 - Nov 10, 2026

\$77,560.00

\$0.00

\$77,560.00

Quantity: 554
Unit Price: \$140.00

Subtotal

\$106,636.64

Total (Including Taxes, Fees & Surcharges)

\$111,566.44

Invoice Balance

\$111,566.44

Taxes, Fees & Surcharge Details

Charge Name	Tax, Fee or Surcharge Name	Jurisdiction	Charge Amount	Tax, Fee or Surcharge Amount
Zoom Phone US/Canada Unlimited Calling Named User Annual	FUSF (VoIP)	Federal	\$28,896.64	\$4,899.28
Zoom Phone US/Canada Phone Numbers Annual	FUSF (VoIP)	Federal	\$180.00	\$30.52
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	\$0.00	\$0.00
Total of Taxes, Fees & Surcharges				\$4,929.80

Need help understanding your invoice?

[Click here](#)

Zoom One is rebranding to Zoom Workplace! This new name does not impact your services.

Please note ZoomIQ for Sales is now called Zoom Revenue Accelerator. Your Services will remain the same and this name change does not change your current subscription pricing.

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Coversheet

Reduced Schedule Policy

Section: V. Consent Agenda
Item: L. Reduced Schedule Policy
Purpose:
Submitted by:
Related Material: PCA Reduced Schedule Policy_Rev 06.25.25_RED 11.21.2025.pdf



Pacific Coast Academy

Reduced Schedule Policy

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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 **or leave of absence** 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 **leave of absence or** 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 **or leave of absence**.
2. Documentation is submitted to School staff.
3. If **a reduced schedule is necessary 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.
- **When on a reduced schedule, students** ~~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 **or leave of absence** is ~~60 90-school~~ **60 school** calendar 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.